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ABSTRACT

A 310 Special Demonstration Project was conducted in Florida to create a model of competency-based adult education (CBAE) based on the programs currently in existence. This manual, which was produced through the project, presents an overview of CBAE and explains in detail how to operate a CBAE program. The manual is organized in 11 sections. The first three sections provide background information about the 310 Project, define CBAE, and refute possible criticism of CBAE. In the fourth section, the professional roles of CBAE program administrator, counselor, and instructor are defined and described. The next two sections describe the administrative recordkeeping and the facilities necessary for a CBAE program. Section 7 describes intake, prescription, and disengagement of students; the following two sections detail grades, tests, credits, and recordkeeping. In section 10, learning procedures and classroom management are discussed. This section considers classroom orientation, learning procedures, role of the learning facilitator, records management, and resource management. The final section of the guide discusses staff training for CBAE programs. Eight appendixes include lists of participants in guide development and training workshops, articles on CBAE, a resource list, model for material development, description of Brevard Community College's CBAE project, and samples of a student learning guide, curriculum frameworks, and performance standards. (KC)

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MANAGEMENT GUIDE TO A COMPETENCY BASED ADULT EDUCATION PROGRAM

CBAE

FOR

ADMINISTRATORS

COUNSELORS

TEACHERS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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BREVARD COMMUNITY COLLEGE

OPEN CAMPUS
1519 CLEARLAKE ROAD
COCOA, FLORIDA

1984 -1985

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PROJECT TITLE

"Creating A Competency-Based Adult Education Program Model"

Funding for this project is granted under Section 310, The Adult Education Act, Public Law 91-230, 1978.

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MANAGEMENT GUIDE TO A COMPETENCY-BASED ADULT EDUCATION PROGRAM

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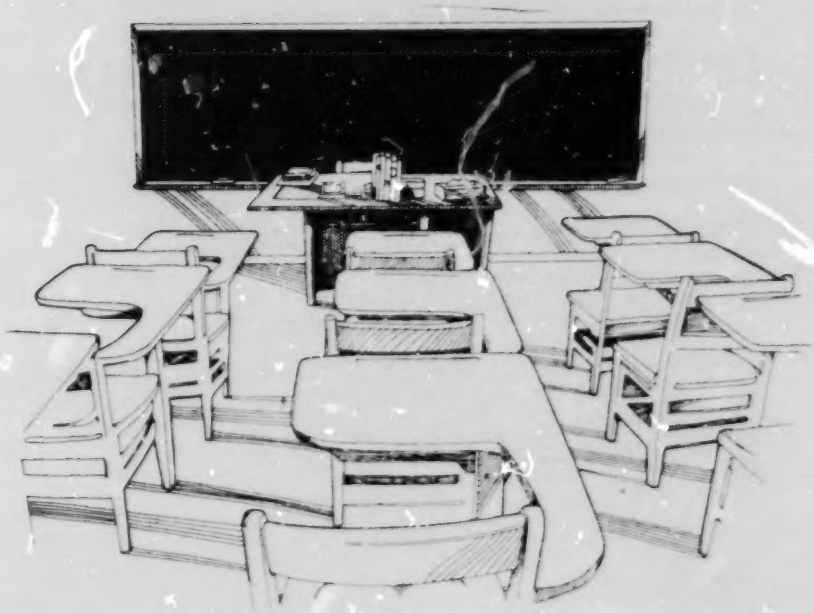
Empty Classrooms...

BACKGROUND

TO

COMPETENCY-BASED ADULT EDUCATION

310 PROJECT



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BACKGROUND ON CBAE PROJECT

In recent years, competency-based education for adults (CBAE) has been one mode of exiting adults from high school completion programs. This has proved to be a viable way of moving through adult basic education to General Educational Development (G.E.D.) preparation programs. Through a competency-based program, adults can enter a course of study at any time, progress through specified competencies by course; and, as competencies are met, exit by an examination with course credit awarded. Competency-based education recognizes that adult students come to the adult program with varying achievement levels and a wide variety of experiences. The adult program is non-graded, with "hours in class" of no major importance when measured against achievement.

The above process of CBAE was scrutinized by this 310 project by examining the following questions:

Has anyone closely examined CBAE programs in Florida to any degree to determine which CBAE programs are excellent, good, fair, or poor? In which districts can these programs be identified? Are all academic/credit subject areas competency-based? What instructional materials and exit exams are in general use? Are these teacher developed or commercially produced? How much staff training is available to part-time teachers? How are CBAE administrators trained? Has any district in Florida attempted to create a model CBAE program that can be evaluated and adopted by other districts? Are all CBAE programs open entry/open exit or is there a time in class requirement? How is Florida to revise and up-date its CBAE curriculum to meet new State education laws? Is there a need to create a model CBAE program which can be adopted by all districts in Florida and enhance the credibility of the adult program delivery system?

Since Brevard County did not have a viable CBAE program in place, this grant was designed to explore the preceding questions and, as a result, attempt to create a local model which could be appropriate for Brevard and for other districts to adopt. Such a task was not to be accomplished in isolation. Sixteen districts and community colleges in Florida were requested to send participants to four days of workshops held on October 3 and 4, 1984 at Brevard Community College and November 15 and 16, 1984 at Lee Adult High School, Leesburg. The major purpose of these sessions was to review current CBAE programs and write an administrative guide for the organization of a general CBAE program model. Each of the 67 districts/community colleges received information about the project and were requested to supply information and instructional materials that they were currently using, in order to assist with this developmental process. An extensive ERIC search was also conducted for the purpose of viewing nationally developed CBAE programs.

A positive response occurred throughout Florida concerning the need for this type of project. Several counties, beyond those issued invitations, requested to be involved at the Leesburg session.

As a result of local and district concern, there appeared to be a need in Florida to re-evaluate CBAE programs and to develop a comprehensive instructional program that could be shared and implemented as needed. It also appeared appropriate to create a "bank" of CBAE instructional curriculum for all academic subject areas, geared to the adult learner rather than using school district-developed curriculum where open entry/open exit was not considered. It was recognized that Florida's curriculum frameworks and State-mandated subject-area competencies would have to be incorporated into the CBAE model. One major objective that made this project have wide appeal was the intent of eliminating

duplication of effort that has proved costly and unnecessary. Another appeal stated that ..."an acceptable CBAE program which can be easily evaluated is essential in these times of legislative questioning of educational program delivery. Proliferation of materials and program is no longer feasible for funding purposes. A model program needs to be developed which can demonstrate quality CBAE in each schools district and community college who are managers of Adult Education."[1]

The College proposed the following major objectives for the CBAE model development:

1. Create a "bank" of CBAE curriculum for all academic subject areas geared to the adult learner which meets open entry/open exit needs.
2. Develop a program management guide for adult administrators, curriculum resource persons, instructors, and counselors.
3. Provide four days of workshops to develop the model.
4. Provide three full days on Saturdays to train instructors and counselors in CBAE.
5. Review, revise, and develop CBAE instructional materials by academic subject area.
6. Implement the CBAE model in Brevard County for evaluation in the spring of 1985 with full implementation in the fall, 1985.

The original grant request for funding assumed that counties would pay for their own expenses. However, upon re-evaluation, the scope of this project was expanded to assure participation of other countries through a request for additional funding, which was granted by the Bureau for Adult/Community Education, Department of Education. General interest in the outcomes of this endeavor has resulted in

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[1] CABE Grant Narrative, Brevard Community College, 1984-85.

many districts attending at their own expense. New funds have also afforded more consultants services and the opportunity for curriculum development as needed.

Appendix A gives information relative to those counties and persons who were involved in the development of the "Management Guide to a Competency-Based Adult Education Program." (Appendix B) lists those people who were part of the training sessions held for teachers and counselors on January 19, February 2, and February 16, 1985.

INTRODUCTION

"WHAT IS COMPETENCY-BASED ADULT EDUCATION?"

INTRODUCTION: "WHAT IS CBAE?"

The purpose of this 310 Special Demonstration Project was not to redefine "what CBAE is," but rather to take the definitions already developed and apply these definitions to a uniform model based on CBAE programs currently being offered in Florida. The following discussion was taken from "Why CBAE" by Stiles, Tibbitts, and Westby-Gibson (1977) and "CBE WISE Competency-Based Education Workshop Instruction and Self-Education" (1977), both published by the Northwest Regional Educational Laboratory.

One widely used definition of CBAE is: "A performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society." (National Center for Education Statistics, 1980, p. 80). According to the most significant and common elements in defining of CBAE are:

> °The measurement of success is demonstrated learning rather than putting in time. Students progress through instructional sequences at their own rate and not by fixed or predetermined seat-time schedules.
>
> °The specified competency is carefully identified, verified, and made known in advance to all those concerned: the community, the staff, and most importantly, the student.
>
> °The standards for successful performance are clearly stated and openly shared with all parties so they will know what degree or level of learning must be demonstrated for success (or competency).
>
> °Prior learning or achievement is determined and accounted for in developing each student's educational program
>
> °When teaching academic skills, learning centers around life roles, enabling transfer and actual application of learning to be demonstrated.[2]

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[2]Tibbits, J.W. and Gibson, Dorothy Westby. Handbook for CBAE Staff Development, Center for Adult Education, San Francisco State University, 1983, p. 0-1.

"CBE WISE" gives a more detailed description of "competence" by saying that to be competent is to be able to perform a specified activity well. Such activities often are complex rather than simple, and what is meant by "well" is either implicity understood or explicitly defined depending on the formality of the system. In either case, generally there will be agreement regarding whether or not competence has been demonstrated. In order to demonstrate competence in a complex activity, an individual must master a specific combination of knowledge and skills. Mastery of an individual skill is not the equivalent of competence in a larger complex activity. This concept of competence is consistent with the definition offered by Gale and Pol (1975). Gale and Pol (1975, p. 21) maintain that "Competence is the quality of being functionally adequate in performing tasks and assuming the role of a specified position (for instance, instructional designer) with the requisite knowledge, ability, capability, skill, judgment, attitudes, and values."[3]

To apply the above definition, the educator must consider the purpose and goals of education. Adult Basic Education (ABE), for example, has among its goals that of helping adults become skillful and knowledgeable consumers. Much knowledge must be acquired and many skills mastered before an adult can demonstrate consumer competencies, including, knowledge of consumer rights under the law and skills of comparison shopping. Some of the required knowledge and skills will have been mastered prior to entering the ABE program.

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[3]L.E. Gale and G. Pol, "Competence: A Definition and Conceptional Scheme," Educational Technology, June, 1975, p. 21.

The function of the program, therefore, according to "CBE WISE," is to:

°Specify what knowledge and skills must be mastered to achieve competence:

°Determine which knowledge and skills already have been mastered by the student;

°Facilitate the student's mastery of the remaining knowledge and skills; and,

°Provide a means by which the student may demonstrate competence.

Some programs also include a system for certifying competence as a matter of record.

Stiles, Tibbitts, and Wesby-Gibson (1977) provide specific elements of a CBAE Program:

°The agency's philosophy statement reflects a competency-based instructional approach as well as goal specifications agreed upon by representatives of the community, the agency staff, and the students concerned.

°The process for placing, monitoring, and certifying student competence is congruent with the program's philosophy and goals.

°Individualization of instruction is based on relevant assessment such as pre/post testing of competency attainment and not on what others in a group are achieving.

°Instruction is frequently developed in modules and sometimes packaged in development sequences.

°Program participation is on an open entry/open exit basis.

Summarized...

°°°Agency & Community Commitment to CBAE
°°°A Certification Process
°°°A Measurement Process
°°°Developmental Instruction
°°°Skills Application to Real Life
°°°Time Flexibility

Because assessment, placement, and instruction are integral components of CBAE, it is essential that management, guidance personnel, and instructors work closely together---often as teams.[4]

[4]Tibbitts, et. al., pp. 0-3

To illustrate some of the major differences between competency-based and conventional programs, the following chart is provided by Stiles, Tibbitts, and Westby-Gibson:[5]

PROGRAM CHARACTERISTICS OF CONVENTIONAL AND CBAE PROGRAMS

Program Characteristics	Conventional Programs	CBAE Programs
1. Desired outcomes	Non-specific, not necessarily measurable; typically goal-level statements	Specific, measureable statements; typically at an objective level
2. Instructional content	Subject-matter based	Outcome or competency based
3. Amount of time provided for instruction	Fixed units of time, i.e., semester, term	Continued until learner demonstrates mastery
4. Mode of Instruction	Emphasis on instructor presentation	Emphasis on instructor as facilitator of student performance
5. Instruction based on	What teacher is able and likes to teach	What the student wants and needs to learn
6. Instructional materials	Single sources of materials	Multiple texts and media
7. Reporting performance results	Delayed feedback	Immediate feedback understandable to student
8. Pacing of instruction	Teacher or group paced	Individually paced
9. Testing	Norm referenced	Criterion (objective) referenced
10. Exit criteria	Final tests and grades	Student demonstration of competence

There are some major advantages to having a CBAE program instead of a conventional program. The emphasis of CBAE on students achieving their goals at their own pace without sitting through instruction of already known material, makes this approach especially attractive to adult students. Often for the first

[5]Tibbitts, et. al., pp. 0-3.

time students see education as real, specific, and attainable. This idea is further supported by Fred Keller in his PERSONALIZED SYSTEM OF INSTRUCTION (PSI) which he touted during the 1960's. PSI is CBAE. Keller says, in an interview conducted for PSYCHOLOGY TODAY, that there is trouble with group instruction "...learning is an individual phenomenon, not a group phenomenon. The traditional group method assumes that all the students in a given class are much the same. But everyone knows this isn't true. Some students will move quickly through the material; others more slowly."[6]

In addition to fostering more positive student perceptions than conventional programs, CBAE's individualized programs make it much easier for students to complete a program. They are not "locked in" to the movement of a whole class whose instruction is often aimed only at the middle range of student abilities (achievement).

Likewise, the general public, including community groups, can more easily understand the program because of its specificity as opposed to the usual "hoped for" results. Employers have already endorsed the competency-based concept. It is, after all, very close to what they desire for their own training programs. As one industrial official noted: "At last I've found educators who are speaking my language of specified outcomes rather than the usual vague educationese."

CBAE CRITICISM REFUTED

In answer to criticism of CBE programs achieving only minimum competencies and not encouraging students to develop their full potential, Stiles et al. (1977) maintain that CBAE not only encourages, but facilitates students in moving as

[6]Chance, Paul, "The Revolutionary Gentleman," PSYCHOLOGY TODAY, September, 1984, p. 44.

quickly as they are able through as many levels as they wish in an individualized process. It is important to note that students begin at their own ability (achievement) level with content related to their own goals. These goals are often broadened as students progress--especially if the program has identified effective guidance roles. To do otherwise would be educational suicide for the system; as most people involved with adult education know, if the students find that their own immediate goals are not addressed, they will shortly leave the program.

Another easily dispelled criticism is that once students are allowed to move at their own pace, there will not be a sufficient number of students left to generate the necessary average daily attendance (FTE)* to maintain the program. Programs of CBAE have been in effect in California (and Florida) long enough to have produced ample evidence that just the opposite occurs. The reasons why are not clear. But program managers believe that FTE is maintained as a result of student satisfaction with achievable goals and the accompanying improvement of instruction. The resultant word-of-mouth advertising seems to increase student enrollment. Open entry also enhances attendance records.

It is important at this point to clarify "what CBAE is not." Many critics, including educators, confuse competency-based education with other similarly-appearing concepts. For example: CBAE is NOT the same as competency testing. Programs designed to achieve these minimal competencies (Florida's Minimum Student Performance Standards) do not necessarily constitute a competency-based program. Minimum competency testing shifts the emphasis from a focus on teaching to a focus on testing. CBAE, on the other hand, maintains a balanced emphasis on assessment, teaching, management, and guidance. It is a total program not a testing program.[7]

[7] Tibbitts, et. al., p. 7.

*FTE (Full Time Equivalency), See Section "Financing CBAE."

The adoption of CBAE is a commitment to an integrated and systematic planning, implementing, and evaluating of the educational process. CBAE IS NOT...

- the use of a few isolated competency-based instructional modules unrelated to individualized student goals or community needs.
- merely using part of a competency-based module such as a pretest or post-test.
- adapting a set of competency-based learning materials for classroom use.

CBAE as it is defined here is a TOTAL PROGRAM.

In summary, CBAE provides five elements which are as follows:

1. OUTCOME GOALS which refer to measurable competency in the performance of life role activities.
2. TIME FLEXIBILITY refers to the time necessary for an individual to achieve competence in an outcome goal. The time required to achieve and demonstrate competence should be of little concern to anyone, except perhaps the student.
3. INSTRUCTION refers to a variety of experiences and activities which an adult may choose to gain competency in performing outcome goals.
4. MEASUREMENT means established criteria for the competence of student performance of outcome goals. The criteria for measurement should be stated explicity in the outcome. For each outcome, the student must know what needs to be demonstrated.
5. CERTIFICATION AND PROGRAM ADAPTABILITY are processes of verifying and recording the fact that certain competencies or outcomes have been successfully demonstrated. When other criteria such as attendance, or compiling credit or grades are used, the program is not fully competency-based.[8]

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[8]Tibbits, et al. p. 0-5.

CBAE is a process for meeting current students' needs. The strengths and weaknesses of the CBAE program can be evaluated by examining (1) the appropriateness of the outcome goals relative to student needs, and (2) student performance relative to outcome goals. Program changes may be made as indicated.

Part of a discussion with Keller (Chance, 1984) is presented below in an attempt to provide a comparison of a competency based system with the traditional public school system:

INTERVIEW BRIEF....Paul Chance with Fred Keller:

Chance: "O.K. Let me see if I can summarize what American education would look like if Fred Keller had his way: Schools would be radically different from what they are now. Students would not spend much time in groups, listening to lectures or watching demonstrations. They would be reading, solving problems, doing excercises, taking tests, meeting with proctors or the instructor. Completing a course would mean mastering the course content, not merely scraping by. The student would proceed through a course, one unit at a time, and then go on to another course, and then drop out of sight for a while, or he might go right on to the next course. There would be no grades, no normal curves, no comparing one student with another. The student's transcript would merely be a listing of the units, or perhaps courses, completed."

Keller: "They would be catalogues, really. Catalogues of student achievement."

Chance: "Have I given a fair description of your plan?"

Keller: "Yes. I'd be happy with that."

Chance: "And the only thing that's keeping us from implementing this program is..."

Keller: "The force of tradition. We've built a structure around group instruction to serve and protect it."

Chance: "You sound very pessimistic."

Keller: "Well, it's a time for pessimism. Look at what the recent reports on education have recommended: Lengthen the school day and the school year."

Chance: "Yes. What we're doing now isn't working, so let's do more of it."

Keller: "Amazing. But what do they recommend to improve teaching? What do they say about making learning more interesting, more effective, less fraught with failure? Very little. We have an alternative. We know it will work, and that it will avoid many of the problems associated with group instruction. But we aren't willing to make the necessary changes in the educational institution."[9]

[9]Chance, pp. 47-48.

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PROFESSIONAL ROLES

CBAE ADMINISTRATION

The CBAE Program Administrator

The primary duty of the CBAE program administrator is to oversee the total delivery of an adult education program which meets the specific needs of the community his/her center serves. This involves not only on-site administration of CBAE, but it also includes continuous community needs assessment. In any adult education instructional program, the first step would be to conduct a community needs assessment with the assistance of an active advisory committee. Through this process, the administrator can determine priorities, develop a viable CBAE program with his/her staff, and provide an instructional program suited specifically to the community being served.

It is the role of the CBAE ADMINISTRATOR to provide:

- overall leadership to the CBAE program delivery
- appropriate facilities
- hiring, training, and evaluating of staff
- appropriate instructional materials and equipment
- data for the construction of the financial budget (Florida Educational Finance Plan accounting in accordance with the district and state guidelines for adult education)
- ongoing program evaluation through an active advisory committee
- security of all student records and testing
- accurate records on students exiting by diploma
- staff involvement in planning long-range goals for the CBAE program
- staff meetings on a regular basis--training for new staff
- program publicity to promote recruitment of students
- community leadership--appointment of an advisory group
- encouragement of professional growth of self and staff
- liaison with the area school administrator or schools

The CBAE Counselor

The CBAE counselor has an important role as liaison between the administrator teachers, and students. This person, in most cases, has first contact with students enrolling in the CBAE program. He/she must be familiar with all aspects of the program, as well as community resources. Counseling processes are continuous with students as they progress through a successful CBAE program designed to meet their individual academic and life skill needs. The counselor role is to:

- provide intake and orientation for students entering CBAE program
- administer placement testing and advisement
- develop individual student academic prescription
- work with the instructor in diagnostic-prescriptive learning
- work with the CBAE administrator in providing student and staff orientation to CBAE
- serve as State Assessment Testing Coordinator
- evaluate transcripts and determine needs of students
- serve on the Center's advisory committee
- assist the administrator in other areas as needed
- provide and maintain student cumulative folder in accordance with State School Board Rules.

The CBAE Instructor

The instructor/facilitator of learning is the focal point for the CBAE program. Adult education has traditionally employed part-time instructors due to the nature of the program (predominantly evening hours and unpredictability in number of students enrolled) and as a means of reducing program costs. The advantages of employing full-time faculty are worth reviewing. For example, instructors are retained for a longer period of time, providing continuity for the CBAE program, as well as, experienced teams serving as resources for training part-time faculty.

The attitude of the CBAE instructor/facilitator plays a key role in the delivery and success of the CBAE program. It is the role of the CBAE instructor to:

- serve as a facilitator of learning rather than the traditional instructional role
- demonstrate a basic knowledge of adult learning theory
- recognize that everyday survival skills must be incorporated into competencies in each subject area
- be skilled in diagnostic-prescriptive learning
- maintain appropriate records on each student
- serve as a facilitator to the individual student and promote self-directed learning
- write individual lesson plans for each student
- provide ongoing revision of curriculum and updating of competencies, develop modules and design pre-and post-tests, as well as develop exit exams
- provide instructional materials which meet the needs of individual students
- work closely with the counselor in planning a student's program
- arrange, as needed, staffing conferences with the counselor, student, and administrator
- maintain updated files on each student so that, if the instructor leaves, another instructor can continue without interrupting student's progression
- certify student competency and turn these records over to the counselor for permanent records
- participate in CBAE needs assessments and program evaluation
- serve as a facilitator and counselor for the CBAE Program
- take advantage of professional growth opportunities in the area of adult education program delivery
- maintain certification in the subject(s) area where teaching.*

*Certification requirements for teaching academic credit courses to earn a high school diploma are the same for adult education as for school district instructors.

ADMINISTRATIVE RECORD KEEPING

FINANCING CBAE

Explanation of Adult Education Courses
Graduation Requirements

FTE (FULL-TIME EQUIVALENCY): WHAT IS IT?

State Board of Education Rule 6A-1.9441, FAC, requires that programs and courses which are funded through the Florida Education Finance Program (FEFP) and courses or programs for which students may earn credit toward high school graduation shall be listed in the Course Code Directory. The course code numbers in this directory are essential in the collection of information, including identification of courses as required by Rule 6A-1.9441, FAC, for use by decision makers in the following areas: (1) program planning and evaluation at the state level; (2) cost reporting at the school and district levels; (3) course identification at the school, district, and state levels; (4) provision of information to local, state, and federal education and legislative agencies; and (5) fiscal and program audits.

School-level and district-level personnel shall utilize this directory when: (1) scheduling students into any course beginning on or after August 1, 1985; (2) aggregating student assignments for course data; and (3) identifying courses which may be used to fulfill graduation requirements. All school district documents, forms, automated terminal displays, or hard copies shall utilize only the state numbers, and may not contain local course numbers. However, school districts may use a companion field in conjunction with the state course number in its information system. School districts may not alter the state course number or title. These course numbers and titles are used as identifiers of curriculum frameworks in each course for which credit may be granted for high school graduation.[1]

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[1]COURSE CODE DIRECTORY, Department of Education, Tallahassee, Florida (1985-86), p. 3.

Included in this course code directory are: (1) Course numbers for the courses provided in more than 2,000 public elementary, middle/junior high, secondary, vocational-technical, and adult schools in Florida; (2) abbreviated course titles may be used by districts in maintaining local data files; and (3) course titles.

Course Data Survey/FTE (Full-Time Equivalency) Reporting

In order for a student to receive subject area credit toward high school graduation with a standard diploma, the appropriate Basic Education courses must be recorded in the student's records and reported as student enrollment in the Course Data Survey, regardless of the Florida Education Finance Program (FEFP) funding being generated by the students. Where a class or section of students, or an individual student, in a Basic Education course generates special program funding, under current law or State Board Rule, provision must be made in the school district's information system to properly report the student FTE earned in that Basic Education course to the Department of Education. Course/section records maintained in the school district's information system must contain the appropriate FEFP cost category when students generate special program FTE. For example, a section of American History (2100310) is to be offered to an entire class of students with specific learning disabilities. Upon satisfactory completion of the course, the Basic Education course number and title must be recorded in the student's records, and the Basic course number must be reported to the Department of Education in the Course Data Survey. However, for FTE reporting purposes, the school district must identify in its information system that student FTE earned in the class must be reported during the FTE survey period under the FEFP cost category for the specific

learning disabilities program. Similar provisions must be made for courses funded through Alternative or Adult Education, or when a student earns Double Basic Mainstream Funding.

The Course Data Survey will collect student membership information by course number and FEFP cost category, as specified by law.

Dual Enrollment

Rule 6A-1.9441, FAC, requires that for students to generate funding through the Florida Education Finance Program and earn credit toward high school graduation the student shall be in membership in a course or program listed in the Course Code Directory. However, for students who are officially dually enrolled in a community college or university course as provided for in Section 236.081(1)(h)1, F.S., the course number and title used by the post-secondary institution to schedule the student must be recorded in the student's school district records, and must be reported to the department in the Course Data Survey.[2]

FTE reporting differs between whether school districts and community colleges manage the adult and vocational/technical programs. While the school district-administered programs are under the Florida Educational Finance Program (FEFP), the community colleges are funded under the Community College Educational Program (CCEP). A different coding system for courses is also used for reporting purposes:

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[2]COURSE CODE DIRECTORY, Department of Education, Tallahassee, Florida. (1985-86), p. 11.

1.2 = Vocational supplemental

1.31 = Compensatory Education

1.32 = Adult Education

1.41 = Community Instructional Services

1.42 = Self-support (fee support).

Specific coding numbers are added to each of the above to note areas of specialization (i.e., 1.32.4000 = high school completion courses; 1.32.1000 = adult basic education). Although numbering of courses differs from the Course Code Directory, course content for a given course in high school completion is identical to the course offered in school district-administered adult programs.

The adult education program manager should refer closely to state laws and regulations, which inevitably change from year to year, to become knowledgeable about FTE reporting. Each district has a finance officer who will assist the new manager in training needed for record keeping and FTE reporting.

To assist the CBAE program manager in keeping good records for auditing purposes, the following documents should be compiled:

1. Registration forms
2. Priority statement forms
3. Schedules
4. Class record books
5. Monthly attendance reports
6. Personal (cumulative) folders
7. Verification of SSAT # 1 & 2
8. Verification of course competencies.

EXPLANATION OF ADULT EDUCATION COURSES

The three (3) courses in Section 3 of the Course Code Directory are unique to Adult Education and are therefore not included in Section 2 of the Directory. Description of these courses are as follows:

1. ADULT BASIC EDUCATION (ABE) -- This course is designed for the student to obtain a level of education which satisfies his/her educational goal, be it merely to learn to write his/her name, to aspire to continue on into secondary education, or any level of achievement in between.
   Adult Basic Education is offered for adults who need to learn the basic skill of reading and writing and who wish to continue their study toward secondary school. ABE studies include reading, handwriting, arithmetic, spelling, social studies, general (elementary) sciences, health, the language arts, and consumer education for grade levels 1-8.
2. GED PREPARATION -- This course is designed for the student to prepare for and pass the General Educational Development (GED) test by receiving instruction in the subject areas concerned. This course is not designed for earning high school credit.

   The student will attain a level of educational accomplishment which meets his/her educational goal of successfully completing the GED Test and obtaining a state high school diploma. This course is designed to meet the needs of students who may function at the secondary level in some areas, while functioning at the elementary level in others.

3. GENERAL EDUCATION -- Promotion -- This course is designed for the student to attain a level of educational accomplishment which meets his/her educational goal, be it high school completion, successful completion of the GED Test for a state high school diploma, successful completion of a vocational training course, or any other academic subject that is not purely vocational in nature.

Instruction in general education subjects includes elementary and secondary levels. These offerings are designed to accommodate the needs of classes which may consist of both elementary and high school level students, or of more than one high school subject area. Students will meet the performance standards of each individual subject area taken in this course.

Graduation requirements for adult and high school students are the same, and therefore secondary courses for both adults and regular high school students are the same. Secondary courses for both adults and regular high school students appear in Section 3 of the Directory. This is intended to meet the intent of Rule 6A-6.12, FAC, which defines the curriculum of Adult Secondary Education as:

> Adult Secondary Education courses at or above the ninth grade level, for adults, including review courses in preparation for taking the General Education Development Tests and courses for high school credit leading to award of a high school diploma. Such courses shall be sufficient length and content to permit a level of competence which is at least equivalent to that required of other students in public high school in the district. The programs shall provide the opportunity for adults to enroll at any time during the year and include planning and adjusting of courses to meet individual and small group needs, continuing educational counseling, and granting of credit on the basis of actual attainment regardless of time spent in class.[3]

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[3]COURSE CODE DIRECTORY, Department of Education, Tallahassee, Florida (1985-86), p. 179.

STATE GRADUATION REQUIREMENTS FOR FLORIDA STUDENTS SEEKING A STANDARD HIGH SCHOOL DIPLOMA

1983-84 THROUGH 1986-87

Between 1975 and 1983 the total number of credits required to graduate from publicly operated schools was determined by each district school board. General state graduation requirements were limited to: (1) successful completion of 30 hours of Americanism vs. Communism; (2) mastery of eleventh grade minimum student performance standards in reading, writing and mathematics established pursuant to Section 229.565, F.S., and (3) demonstration of the ability to successfully apply basic skills to everyday life situations as measured by a State Student Assessment Test--Part II.

The 1983 Legislature expanded state minimum graduation requirements for regular, alternative, adult and exceptional students who are seeking a standard high school diploma. In addition to previously established state requirements, the state has specified a total number of credits which students shall earn in particular subject areas. Such requirements are effective beginning with students who graduate in the 1984-85 school year. Increased course and credit requirements are to be phased in according to law over the next three years, and it is important that student schedules and records reflect these established requirements.

In addition to the above requirements and those summarized in this document, district school boards are authorized and encouraged to establish requirements for high school graduation in excess of these state minimum requirements.[4]

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[4]COURSE CODE DIRECTORY, Department of Education, Tallahassee, Florida (1984-85), p. vii.

State minimum graduation requirements are summarized below and include the following areas of information:

- the total number of credits required,
- state student performance standards required; and
- the total number of credits required by subject area.

Applicable codes are listed in this directory which fulfill required graduation credit in the designated area for students who are graduating in 1986-87. The section numbers identified in parentheses indicate the section of this directory in which the codes are found.

Requirements for Students Graduating in 1983-84

I. Requirements As Designated by Individual Districts

II. State Student Performance Standards

A. Mastery of Minimum Student Performance Standards for Grade Eleven--State Student Assessment Test, Part 1 (SSAT-I)

B. Passage of State Student Assessment Test, Part II (SSAT-II)

III. Credit and Subject Area: 30 Hours of **Americanism vs. Communism**.

Requirements for Students Graduating in 1984-85-and 1985-86

I. Number of Credits: 22 Credits

II. State Student Performance Stardards

A. Mastery of Minimum Student Performance Standards for Grade Eleven--State Student Assessment Test, Part I (SSAT-I) NOTE: 1984-85 graduates--current standards; 1985-86 graduates--newly adopted standards.

B. Passage of State Student Assessment Test, Part II (SSAT-II) NOTE: 1984-85 graduates--current standards; 1985-86 graduates--newly adopted standards.

III. Credits and Subject Areas

A. **Mathematics**--3 Credits

B. **Science**--3 Credits

C. 30 Hours of **Americanism vs. Communism**

IV. Qualifications/Restrictions

A. No student shall be granted credit toward high school graduation for enrollment in the following courses or programs:

1. More than a total of two elective credits in remedial programs as provided for in Section 236.0841, F.S., and Compensatory and Remedial Programs as provided in Section 236.088, F.S.
2. More than one-half credit in Exploratory Vocational Courses as defined in Section 228.041(22)(b), F.S.*
3. More than three credits in Practical Arts Home Economics classes as defined in Section 228.041(22)(d), F.S.*

* Applicable codes listed in this directory which fulfill required graduation credit in these areas are included in the requirements under III-H.

B. If the district's Pupil Progession Plan allowed Compensatory/Remedial classes to count for credit in **Mathematics** or **English** at the time the course was taken (prior to July 1, 1984), the student may be granted such credit.

Requirements for Students Graduating in 1986-87

I. Number of Credits: 24 Credits

II. State Student Performance Standards

A. Mastery of Minimum Student Performance Standards for Grade Eleven--State Student Assessment Test--Part I (SSAT-I)

B. Passage of State Student Assessment Test, Part II (SSAT-II)

III. Credits and Subject Areas: Applicable codes listed in this Directory which fulfill required graduation credits in the designated area are specified.

A. **English**--4 Credits

1. English courses must include major concentration in Composition and Literature.

2. Applicable Codes: Any starred (*) codes in the 5000-5199 Series and 1414, 1424, 1425 (Section 2) and 0700-0799 Series (Section 5).

B. **Mathematics**--3 Credits: Applicable codes include any starred codes in the 2200--2399 Series (Section 2) and 0800-0899 Series and 0201 (Section 5).

C. **Science**--3 Credits

1. Two of the science credits must include a laboratory component. (NOTE: School districts may be granted an annual waiver by the State Board of Education.)
2. Applicable Codes: Any starred codes in the 1300-1399 Series (Section 2) and 1000-1099 Series (Section 5).

D. **American History**--1 Credit: Applicable codes include courses identified with these codes ONLY--0422, 0448, 0449, 0416, 0417, 0431 (Section 2), and 1105 (Section 5).

E. **World History**--1 Credit

1. This course shall include a comparative study of the history, doctrines, and objectives of all major political systems in fulfillment of the requirements of Section 233.064, F.S. (not less than 30 hours of instruction in Americanism vs. Communism).
2. Applicable codes: Courses identified with these codes ONLY--0409, 0414, 0415 (Section 2), and 1110 (Section 5).

F. Economics--½ Credit

1. This course shall include a comparative study of the history, doctrine and objectives of all major economic systems.
2. Applicable Codes: Courses identified with these codes ONLY--0453, 0454, 0473, 0477, 0486 (Section 2), and 1102 (Section 5).

G. **American Government**--½ Credit: Applicable codes include courses identified with these code ONLY--0439, 0446, 0447 (Section 2), and 1112 (Section 5).

H. **Practical Arts Vocational Education or Exploratory Vocational Education--** ½ Credit

1. Applicable Codes (Practical Arts): Courses identified with these codes ONLY--3730, 7730, 3114, 2603, 2612, 2631, 2671, 2618, 2651, 2681 5801, 5805, 5807, and 5808 (Section 4).
2. Applicable Codes (Exploratory Vocational): Any starred course in the 1200-1299 Series (Section 4).

I. **Performing Fine Arts--½ Credit:** Applicable codes include any starred course in music, dance, drama, painting or sculpture (Sections 2 and 5).

J. **Life Management--½ Credit**

1. This course shall include nutrition, drug education, consumer education, cardiopulmonary resuscitation, and hazards of smoking.
2. Applicable Codes (Health): Courses identified with these codes ONLY--4200, 4393 (Section 2) and 0350 (Section 5).
3. Applicable Codes (Life Management): Course identified with this code ONLY--2602 (Section 4).

K. **Physical Education--½ Credit**

1. This course shall include assessment, improvement and maintenance of personal fitness.
2. Applicable Codes: Courses identified with these codes ONLY--5402 5403, 5569, 5575, and 5578 (Section 2).

L. **Electives--9 Credits:** Any non-starred or starred course (except Study Hall) listed in this directory may fulfill an elective credit for graduation.

NOTES:

1. No student shall be granted credit toward high school graduation for enrollment in the following courses or programs:

   a. More than a total of two elective credits in remedial programs as provided for in Section 236.0841, F.S., and Compensatory and Remedial Programs as provided in Section 236.088, F.S.
   b. More than one-half credit in Exploratory Vocational Courses as defined in Section 228.041(22)(d), F.S.
   c. More than three credits in Practical Arts Home Economics classes as defined in Section 228.041(22)(d), F.S.

2. School districts operating with less than 6 periods of instruction in high school per day prior to the 1983-84 school year may be granted exceptions relative to the total number of required credits when approved by the State Board of Education. Such exceptions shall not be granted after the 1986-87 school year.[5]

[5]COURSE CODE DIRECTORY, Department of Education, Tallhassee, Florida (1984-85), pp. vii-ix.

BIBLIOGRAPHY

Course Code Directory, Department of Education, Tallahassee, Florida, 1984-85.

Course Code Directory, Department of Education, Tallahassee, Florida, 1985-86.

Education is the Key!

CBAE

FACILITIES

FACILITIES

A full-time adult education center, separate from the day-school facility, is a desirable delivery system for the competency-based program. However, many adult centers occupy the day-school facility during evening hours. The following characteristics would be appropriate for CBAE delivery:

EQUIPMENT--Desirable:

- adult size furniture
- lockable storage cabinets and file cabinets
- computer learning systems in every lab
- typewriters, copying machines and computers for instructors
- A.V. equipment (overheads, tape recorders, computers, learning centers).

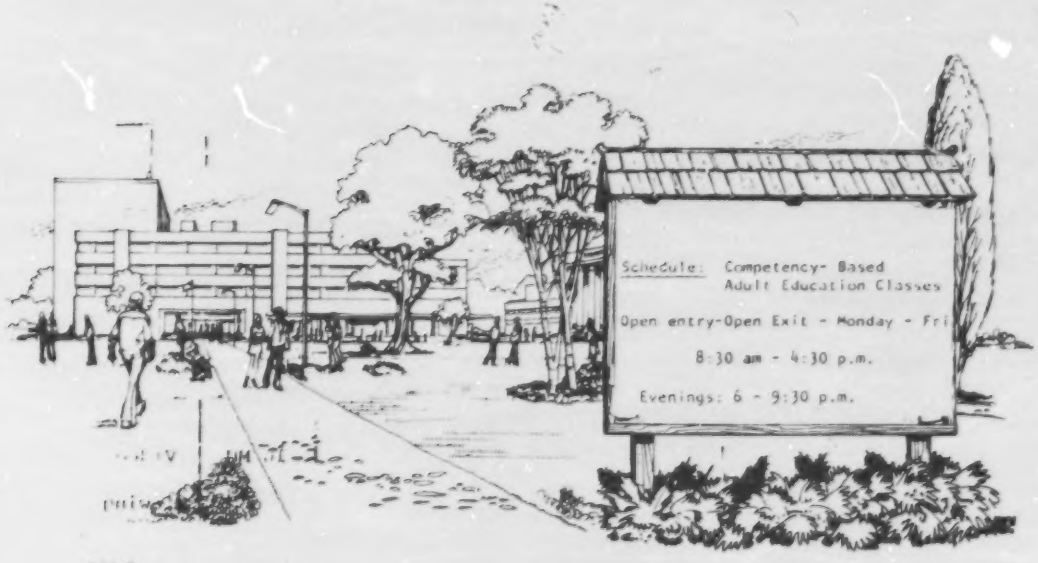
SPACE REQUIREMENTS--Desirable:

- instructional setting appropriate to CBAE (combination lab and adjoining classroom of an adequate size to accommodate maxiumum enrollment, including a faculty office)
- learning labs by subject area (i.e., Language Arts Lab, Science Lab, Reading Lab, Social Studies Lab, Computer Lab)
- media center and audio-visual storage area
- faculty professional reference library
- private administrative and counseling suites
- food service area
- faculty lounge and student lounge areas
- welcoming area for students
- ample parking area.

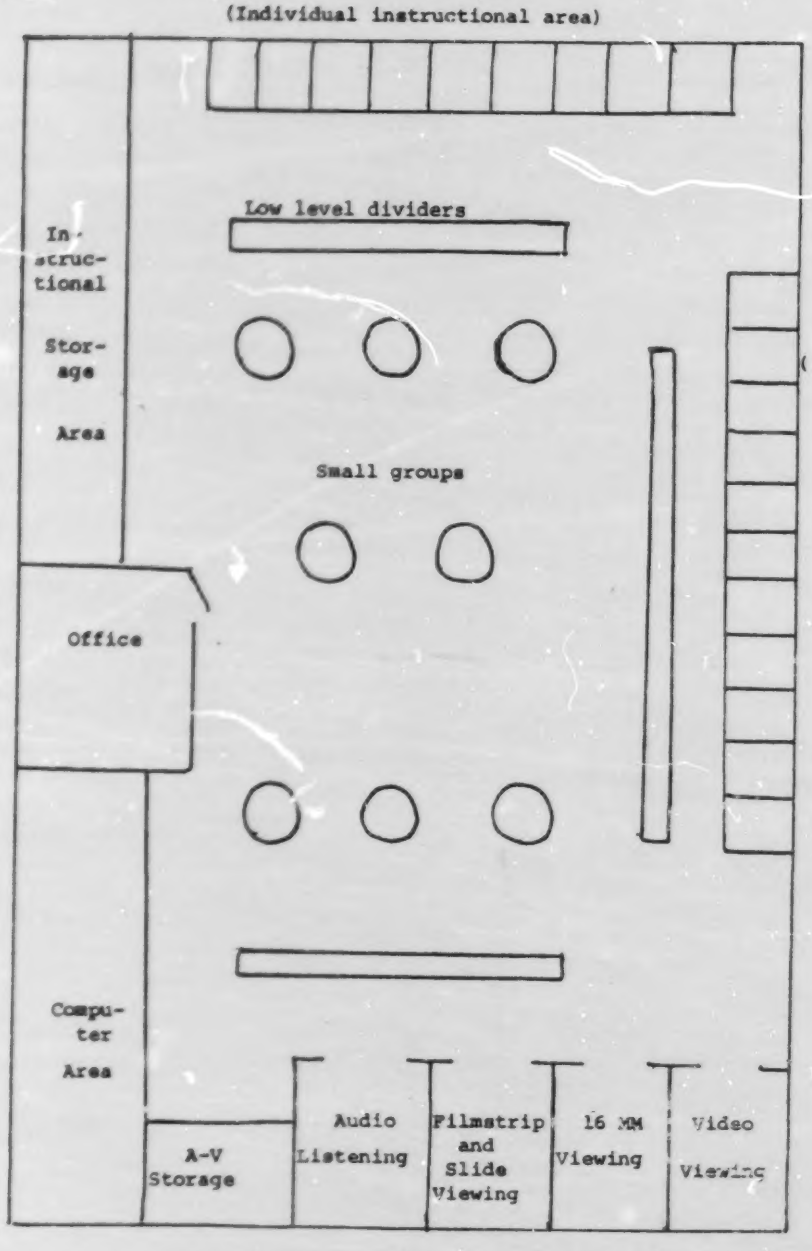
MISCELLANEOUS:

- meet safety standards for fire, etc.
- proper lighting, carpeting, appropriate accoustics
- handicapped standards are met
- telephone and communications systems.

The above listing is not all inclusive of what is deemed appropriate for a CBAE Center. Most evening centers will use the same labs and equipment available to day-school students. As much as possible, the Center CBAE administrator should make his/her program as "stationary" as can be arranged. The arrangement of a model learning lab facility is presented on page 40.



MODEL LEARNING LAB FACILITY



(Individual Instructional Area)

CBAE

INTAKE, PRESCRIPTION

AND

DISENGAGEMENT

OF

STUDENTS

INTAKE, PRESCRIPTION, AND DISENGAGEMENT

Intake

Adult students entering the CBAE program for the first time will encounter a variety of settings based on whether the program operates during the day or evening and the program's location. All students are greeted in a positive manner to put them at ease. In full-time centers, the intake person will probably be the counselor who conducts the initial interview which includes the following components:

- informal clarification of student goals, dispelling of doubts, fears, and concerns
- review of CBAE program and offerings
- review of transcript (if available)
- administration of an informal reading inventory test if no other tests scores are readily available for placement
- initiation of intake paperwork and development of class schedule with student
- accompany student to first class (if appropriate)
- interact with instructors sharing testing, information, etc.

In satellite centers and/or rural areas, a counselor may not be available for the initial intake process. The classroom instructor is trained to facilitate the intake of students. Pertinent information gathered by the instructor from intake could be forwarded to a person assigned as counselor/record keeper.

Testing, Placement, and Diagnosis

In order to provide the student with realistic, academic goal setting, a determination must be made concerning the student's achievement level. Through administering appropriate tests, an evaluation can, firstly, be made of his/her reading level which is of utmost importance for entry into the academic credit areas.

In counseling, the student is advised that placement tests are not passed or failed, but rather used as an aid to design the most efficient academic program to help him/her meet educational and life goals.

Because of the many different student achievement levels within a class or lab, the instructional tools and techniques will be highly varied to meet individual needs. Students will be progressing at different rates with the need for continuous testing of competencies to determine mastery. A variety of tests will be used within a competency.

An assessment design might be as follows:

° Transcript review (request immediately if not available)

° Diagnostic Testing

- TABE (Test for Adult Basic Education) Use LOCATOR TEST to determine whether to administer Easy, Medium, Difficult

- ABLE (Adult Basic Learning Examination) a consumable test
- CAT (California Achievement Test) for math and English
- WRAT (Wide Range Achievement Test)
- PEABODY Individualized Achievement Test
- Criterion-referenced test (teacher made or commercially prepared)
- Informal observation
- Minimum Essentials tests
- Basic Skills Testing (SSAT I & II)

° Continuous and Final Evaluation Procedure
- Formal evaluation (criterion-referenced, subjective, objective)
- Informal evaluations
- Teacher observation
- Classroom participation
- Student-kept progress records
- Post testing on competencies

- Course Exit Examination
  - Teacher-made comprehensive examination
  - Commercially prepared test

- Final Certification
  - Basic Skills Mastery (SSAT I)
  - Course Competency mastery at 1.5 grade level
  - Successful completion of SSAT II
  - Documentation of credits earned

A flow chart for intake, prescription, and disengagement is presented on page 45 which summarizes the responsibilities of various staff members.

FLOW CHART FOR INTAKE, PRESCRIPTION, AND DISENGAGEMENT

SCREENING/EVALUATION The Counselor	...establishes rapport ...evaluates personal skills ...helps plan educational goals ...provides placement (informal) testing ...evaluates transcripts ...tentatively places students ...orients students on CBAE Center
INTERPRETATION The Counselor & Teacher	...administers diagnostic testing ...plans program of study based on testing and transcript ...assesses student's goals ...orients students on classroom management system
PLACEMENT OF STUDENT The Teacher/ Facilitator	...assigns appropriate instruction ...provides supplementary materials ...keeps individual progress folders ...provides additional testing as needed
RECORD KEEPING The Teacher/ Facilitator	...prepares a plan for learning with student ...prepares initial prescription sheet ...completes competency check list ...maintains list of supplementary materials ...establishes tentative time schedule ...maintains pre-test & post-test records ...records course exit exam results ...keeps attendance records
DISENGAGEMENT The Teacher & Counselor Possibly Administrator	...administers exit examination ...conducts interview with counselor ...verifies passing of SSAT I and II ...advises on postsecondary opportunities ...issues diploma/assists in graduation
STUDENT FOLLOW-UP Administrator	...conducts follow-up at least one year after student exits for: measurement of program's success program evaluation and need for change
DROP-OUT The Counselor & Teacher	...counselor keeps records on file ...instructor keeps records for one year ...competencies repeated after one year if re-entering

CBAE

GRADES, TESTS

AND

CREDITS

GRADES, TESTS, AND CREDITS

Testing for competencies is accomplished at the end of each module (or unit of study). Test are administered by the instructor or testing personnel. It is desirable to have the unit tests prepared by a committee in the local district or generated by a computer from items stored in a test bank. The major concerns are that tests be relevant, measure specific competencies, and that alternative forms be available if retesting is necessary. Measures such as these help prevent cheating or test familiarity. Some tests need to have discussion questions (i.e., social studies) while others lend themselves to multiple choice.

Ideally, all test questions and answers could be integrated into a central computer record-keeping system and recalled easily for a variety of purposes. There are commercially developed systems which can assist with testing; grading; and keeping of student progress records on the computer.

If a student does not pass a certain competency, it is important that the competency be retested after remediation and not immediately following the first test. This also avoids test familiarity when retesting a student. Different test items should be used on the same level of difficulty.

Issuing credit for a course means that actual competencies have been attained and certified. In order to maintain a 1.5 grade average (State Law requirement), it is imperative that mastery of competencies be a minimum level of 75 percent passage. Number of hours in a class is not a factor in granting credit. Courses must follow sequencing identified in the district pupil progression plan. When issuing credit to a co-enrolled (dual-enrolled) student from the day-school program, it is necessary to follow the procedures outlined in

legislation (i.e., the Omnibus Education Bill of 1984 or minimum of 135 hours in class time) unless the District School Board accepts the competency-based adult education approach.

In serving co-enrolled high school day students in the adult program, it is desirable to have a standard permission form which is used by the school district. This form will contain (1) course name and number, and (2) the signatures of the principal, guidance counselor, parent/guardian, and student. This form will also have an agreement clause stating that the school district will accept the credits earned by the student and the grade assigned at the completion of the course. A dual-enrollee program offered through the adult education program should be addressed in the district pupil progression plan.

The following steps summarize Grading, Testing, and Awarding of Credits:

TESTING OF COMPETENCIES WITHIN A COURSE:

- can be undertaken by instructor or testing personnel
- can use teacher-prepared tests or computer-generated items from a test bank
- can be integrated with a central computer record-keeping system when possible
- test items must address specific competencies being tested
- passed at 75 percent level

RETESTING OF COMPETENCIES WITHIN A COURSE:

- accomplished only after necessary remediation of competencies
- must consist of different test items on same level of difficulty
- passed at 75 percent level

FINAL TESTING:

- a general overall test for the course
- minimum 75 percent passing of the test
- can be standardized subject-area test which addresses competencies
- can be teacher-or committee-generated final examination
- administered by counselor, testing personnel, or classroom instructor
- test security must be maintained at all times.

ISSUANCE OF CREDIT:

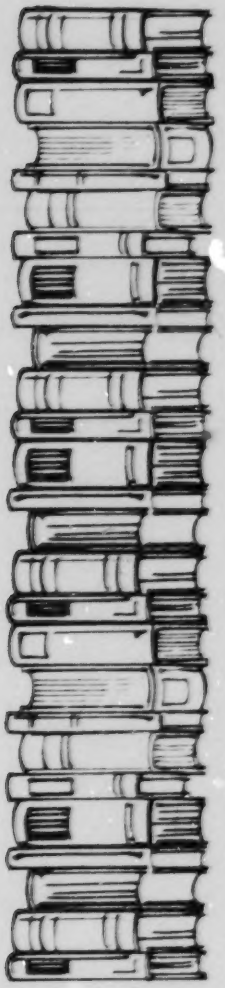
- adult credit student--credit granted on basis of actual attainment of competencies regardless of time spent in class
- student must have maintained a 1.5 grade average in each subject area
- co-enrolled student--follow county school board policy.

DISTRICT ADULT EDUCATION ARTICULATION:

- standard permission slip to enter CBAE program for dual-enrolled students
- signatures of principal, guidance counselor, parent/guardian, and student
- agreement to accept credit earned from CBAE Program
- desirable to get school board to accept CBAE open entry/open exit concept with time in class of no importance as long as student masters competencies.

CBAE

RECORD KEEPING



RECORDS

Complete and accurate records are essential for a CBAE program. There are basically two kinds of records which must be maintained and monitored by the administrative office. A description of the types of records required follows:

Permanent Records

Permanent records are defined by Section 230.3331 (2), Florida Statutes, as, "verified information of educational importance which shall be retained permanently."

Permanent records for the CBAE program shall include the following:

- Transcripts
  - ...completed courses with grades and credits awarded
  - ...SSAT (Statewide Assessment Testing results)
  - ...demographic data
  - ...graduation and/or withdrawal data
  - ...transcript* request data

*See sample transcript on p. 52.

- Standardized test results
- Declaration of Student Form

(first page)

SAMPLE

(to be placed on the back of the first page)

BC

ADULT EDUCATION TRANSCRIPT
BREVARD COMMUNITY COLLEGE
1519 Clearlake Road
Cocoa, Florida 32922
(305) 632-1111

Center _____

STUDENT NAME _____ MALE____ FEMALE____ DATE OF BIRTH _____ VETERAN____ YES____ NO

ADDRESS _____ SOCIAL SECURITY NUMBER _____
Street City State Zip

REQUIRED COURSES

Language Arts	Date	Grade	Cr

Mathematics			

Science			

Social Studies			
American History			
World History			
CPS			
Economics			
American Govt.			

	Date	Grade	Cr
Practical Art Voc.			
Performing Arts			
Life Management			
Physical Education			

Elective Courses

Total Credits Earned _____

This student has passed the Florida Statewide Assessment Test Requirements

___Part I - Communications
___Part I - Mathematics
___Part II - Communications
___Part II - Mathematics
___GPA
___TABE

	Date	Grade	Cr

Temporary Records

Temporary records are defined by Section 230.311 (3), Florida Statutes, as, "verified information of educational importance which is subject to periodic review and elimination, when the information is no longer needed."

Temporary records for the CBAE program shall include the following:

- history of counseling completed with the student
- attendance records
- teacher grade reports
- verification of course competencies achieved by the student
- placement and follow-up records.

It is important that each adult education administrator, counselor, and records clerk be fully informed about national and state laws regarding access to student records. Most school districts and community colleges have official policies, student services manuals, etc. which should be referenced to so that the rights of the student are protected. Security of records and confidentiality of student records are important elements in proper record-keeping procedures.

Verification of Competencies, Grades, and Credits Awarded

A standardized form should be initiated to document course completion. The form should contain the teacher's signature and that of the appropriate administrator. A copy will be provided to the student.

CBAE

LEARNING PROCEDURES

AND

CLASSROOM MANAGEMENT

In a conventional classroom, mass instruction is presented by a teacher. In the CBAE classroom, individualized instruction is guided by a learning facilitator. The focus of instruction is on the mastery of specific competencies that the student needs and wants to learn. Alternative means of learning the required information or skill are available to accommodate a variety of learning styles, and the students proceed at their own pace.

Ideally, before the student enters the CBAE classroom, he or she will have had:

1. an initial session with a counselor which includes an interview, a review of the student's transcript, completion of registration forms, and initial testing and placement.
2. an individual or group orientation session, covering an explanation of the CBAE program, including general rules, and a review of the student handbook.

In addition, the counselor and teacher will have met to discuss the student's placement.

Classroom Orientation

When the student enters the classroom, the classroom facilitator welcomes him or her and conducts a brief orientation and interview, including the following topics:

- explanation of class set-up and requirements
- encouragement of regular attendance
- explanation of student's and facilitator's roles and responsibilities.

Figure 1, (p. 64) serves as a sample handout to introduce students to the classroom environment. At this time, a student may also be asked to complete a student information sheet (Figure 2, page 66).

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Learning Procedures

In the CBAE program, with open entry/open exit, individualized instruction requires a systematic approach to be successful and effective. A systematic approach helps the facilitator manage a large number of learners at the same time and keep accurate records.

The classroom learning procedure for CBAE is based on the diagnostic-prescriptive process. In Figure 3, (page 67) you will find a flow chart which graphically illustrates this process.

Standards

The starting point for the process is a set of standards, or competencies, to be mastered. These can be presented in a variety of forms, including competency lists, curriculum frameworks, or performance standards. This can be transformed into course outlines, or course requirement sheets. Examples of two course outline sheets are included in Figures 4 and 5 (pages 68 & 69).

Diagnosis

Preliminary Evaluation

The learners take pre-tests at the beginning of each course and sometimes at the beginning of each unit within a course. No grades are given for these tests, which may be teacher made or standardized (see an example of a standardized pretest sheet in Figure 6, (page 71).

Interpretation

Pre-test results are discussed by the facilitator and the learner.

Decision on Needs

Based on the numbers and types of items missed, student strengths and weaknesses in the areas covered by the test are identified.

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Prescription

The facilitator, with student input, develops the learner's course plan. Assignments are selected from assignment books or lists or are developed to meet the special needs of a particular learner. Selected assignments are based on the student's level, pre-test results, and learning style.

> Note:
>
> Assignment books or lists are developed by facilitators for each course and/or topic within a course. They list books, articles, computer-assisted instructional materials, audio-visual materials, and special assignments for each subdivision of the course. Resource listings are very precise, including exact titles, pages (where applicable), level, and course. Assignments are continuously revised and updated, incorporating new materials as they are received. Figure 7 (page 72) is an assignment list for one area of an American Government course.

Instruction

The facilitator creates assignment cards or sheets Figure 8, (page 74) from an assignment book or checks off assignments on an assignment sheet. Assignments are explained to the learners, and they are encouraged to request additional explanation, clarification, and feedback as needed. Facilitators make sure they interact with each learner for at least a portion of each class session. Learners complete their assignments and turn them in for facilitator feedback.

BEST COPY AVAILABLE

Evaluation

Post-tests are given at the end of each unit within a course and at the end of the course.

Documentation

Course outlines or course requirement sheets are checked off as each area is completed. Basic skills sheets are checked off, where applicable. Grades are recorded on the learner's assignment cards and in the facilitator's records. If the student has successfully completed the work, credit is awarded.

Remediation

If the learner has not successfully completed the course, the prescription process is again used to provide remediation. As illustrated on the flow chart in Figure 3, (page 67), the learner may return to the prescription process at any time during the instructional period if he or she has difficulty with the prescribed materials or fails to successfully complete a unit.

ROLE OF THE LEARNING FACILITATOR

The learning facilitator is critical to the success of the CBAE process. He or she provides not only the instructional materials and guidance needed by the student, but also the human connection that can make the difference between success and failure.

The learning facilitator:

- creates a warm and supportive, yet challenging, classroom climate.
- creates a relaxed but structured learning environment.
- establishes and maintains an atmosphere of mutual cooperation and respect.
- builds student self-esteem through frequent positive reinforcement.
- develops a room arrangement suitable for individualized instruction with instructional materials clearly labeled.
- makes available a variety of learning/instructional aids on differing skill levels (i.e., textbooks, worktexts, programmed materials, visual aids, computer-assisted programs, listening programs, modules).
- establishes a systematic checkout system for prepared lessons (not necessarily out of the room).
- prepares a lesson plan for each student (based on a unit plan).
- interacts with the student on a daily basis, providing feedback and encouragement.
- provides individual tutoring and counseling about progress.
- arranges for some small group activities.
- provides opportunities for students to experience subject matter through involvement with community resources.
- attempts to meet students' immediate needs and help students (in cooperation with the counselor) to determine and work toward long-range goals.

- uses competencies being taught students to address everyday survival skill needs.
- maintains individual student files which certify competencies.
- interfaces with the counselor on a regular basis.

The learning procedure for each student would be centered around

- individualized instruction
- a classroom management system based on the diagnostic and prescriptive process.

A sample of this learning procedures is presented below.

TEACHER	STUDENT
Standards (course outline)	Personal File Folder
Diagnosis (pre-test)	Remediation
Prescription (assignment sheets)	Individual study
Instruction (student)	Individual study -- teacher aid
Evaluation (Post test)	Successful
Documentation -- Course Outline Checkoff	Credit awarded
-- Basic Skills Sheet Checklist	Documentation

If a student is not successful on the post-test, he/she will continue to work through different assignments until he/she has mastered the material or the facilitator recommends taking another post-test.

RECORDS MANAGEMENT

Records of assignments and mastery are kept in the student's personal folder. The instructor should also keep a record of competency mastery on a file card which is separate from the student folder.

The contents of the student folder would be:

- ° course outlines or course requirement sheets
- ° basic skills profile sheet
- ° pre- and post-test results

  (Students should have records of the results of these; the permanent records are maintained by the teacher)
- ° assignments and progress by study units
- ° information sheet on room rules

Records maintained by the teacher would be:

- ° Student folders
  - basic skills sheet (certification of competencies)
  - course requirement sheet
  - record of tests given and test results
  - standardized test results
  - pre-and post-test results (In some cases, actual student tests may be maintained for a specified period)
- ° Class roll book
- ° Student assignment record (specific prescription)

* Sample checklists are included in Figures 9, 10, and 11 (pp. 76-78). Also see APPENDIX F, page 120 for the Brevard Checklist.

RESOURCE MANAGEMENT

The resource management of a CBAE laboratory requires that the teacher/facilitator be thoroughly familiar with the material and that the materials be organized systematically. There should be:

- A variety of learning/instructional aids on differing skill levels in the form of textbooks, worktexts, programmed materials, visual aids, computer-assisted programs, listening programs, video and audiotapes, and filmstrips.
- An inventory of all materials.
- An index of materials by skill, by assignment and by reading level.
- A systematic check-out system for textbooks, reference materials, tapes, filmstrips, software, videotapes and other resources (for use within the classroom).

Using community resources is sometimes a problem with students at varying skill levels. The following suggestions my help:

- Videotape presentations on-site and add them to materials available for student access.
- Send students out to a library, business, industry, to governmental agencies to find the answers to a series of questions, to gather data for research assignments, or simply to observe and record reactions.

In summary, the following chart demonstrates the DIAGNOSTIC & PRESCRIPTIVE APPROACH that the instructor would use in the CBAE classroom:

STEP 1: EVALUATION	° Interview ° Tests ° Teacher Observation
STEP 2: INTERPRETATION	° Test Results ° Student/Teacher Discussion ° Teacher Observation
STEP 3: DIAGNOSIS	° Student Strengths & Weaknesses ° Hypothesis ° Sharing With Student
STEP 4: PRESCRIPTION	° Prepared Environment ° Student-Teacher Consultation ° Implementation
STEP 5: MODIFICATION	° Task Analysis ° Assessment ° Re-assessment

Figure 1

SAMPLE CLASS RULE SHEET

STUDENT INFORMATION

These are general rules for any adult education lab in which you may be enrolled.

It is important to arrive at class on time and to stay during the entire class period. A record of attendance will be kept by the instructor. You are also asked to keep a record of attendance (hours in class) in your folder. In order to make maximum use of time and for class organization, you are requested to follow this schedule:

MORNING CLASSES - 9:00 - 11:45 (Break 10:15 - 10:30)

AFTERNOON CLASSES - 12:30 - 3:15 (Break 1:45 - 2:00)

EVENING CLASSES - 7:00 - 10:00 (Break 8:15 - 8:30)

Materials may be put away the last 3 to 5 minutes of the period. There are no bells. Be sure to let the teacher know when leaving the room. It is best not to disturb the class by coming and going as you please. Wait until the teacher dismisses the class.

FOLDER: You will be given your own PERSONAL WORK FOLDER. Keep your work in this folder. At the end of each class, file this folder behind the letter of your last name. DO NOT keep handouts or books in your folder; put them back so others may use them.

Figure 1 (Continued)

ASSIGNMENT CARD: The assignment card is used for your personal assignments and grades. DO NOT keep in folder between classes. FILE IT in the box provided for each class. DO NOT take home. It is important not to misplace this card or you may have to repeat some of the work you have already done.

BOOKS: Books are filed alphabetically in specified areas. For example, look in the LITERATURE AREA for this type of book. Look at the chart for COLOR CODING of books and location within the lab.

ANSWER KEYS: Exercises you can grade are posted on the bulletin board. Ask the instructor for answer keys. Take to the teacher to place grade on your card. DO NOT write on your card.

STUDENT FILES: Many of your assignments will have a code which says (S.F.). These assignments are located at the Student File Station.

ABSENCES AND TARDIES: The instructor will record when you are absent and tardy to class. EXCELLENT ATTENDANCE is recommended in order to complete all the competencies within a course and earn credit toward an early graduation!

NOTE: On a separate piece of paper, write a paragraph about yourself. Examples: What do you like to do, where have you lived, what is your favorite subject, what schools have you attended?

Figure 2

STUDENT INFORMATION SHEET

SUBJECT: _____

Student's Name: _____

Address: _____
Street City State Zip

Phone: _____ Marital Status: _____ No. of Children _____

Last School Attended: _____

Last Grade Completed: _____ Are you Employed? _____

If so, Where? _____

Position: _____ How Long? _____

List all the credits you now have in this subject towards your high school diploma. Include both regular high school and adult education.

_____

_____

_____

What other courses are you taking this term?

_____

_____

_____

What are your hobbies and interests?

_____

_____

_____

What do you plan to do after earning your diploma?

_____

_____

_____

SSAT #1 Status _____

SSAT #2 Status _____

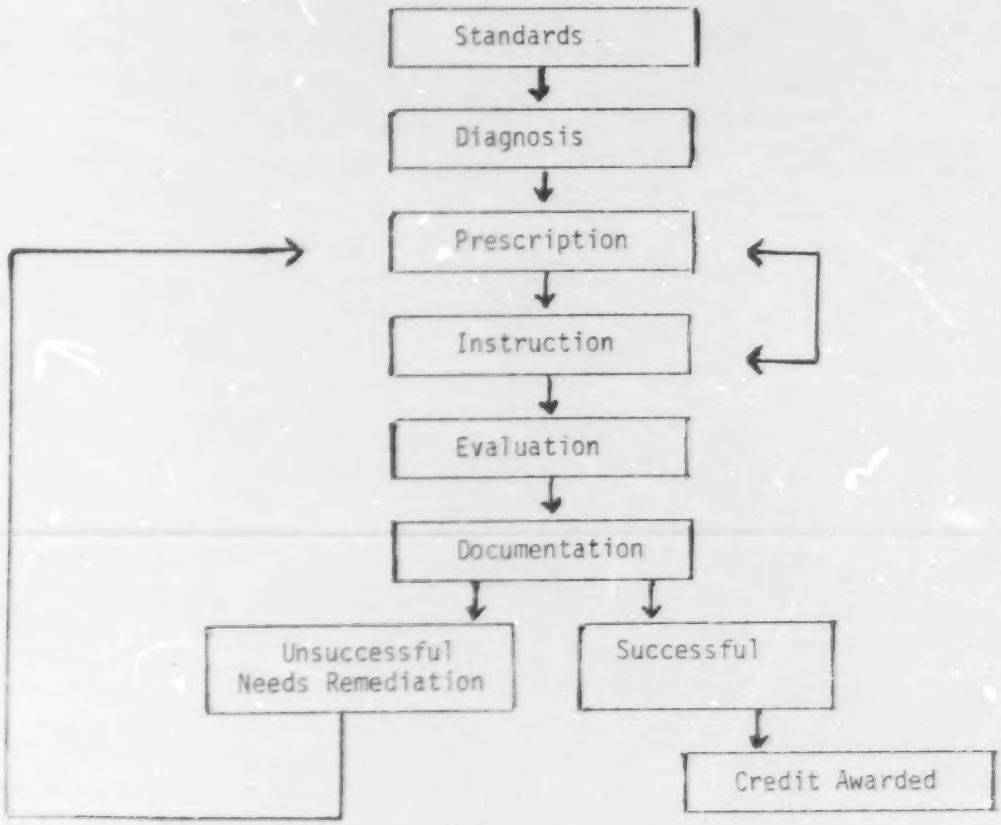
Source:
Lee Adult High School,
Leesburg, Fl.

Figure 3

Flow Chart

Classroom Learning Procedure Based on

the Diagnostic-Prescriptive Process



Source:
Lee Adult High School,
Leesburg, Fl.

Figure 4
Sample Coure Outline Sheet

LEE ADULT HIGH SCHOOL
AMERICAN GOVERNMENT
COURSE REQUIREMENTS

STUDENT"S NAME _____ DATE _____
Lee Adult Student _____ _____
Coenrolled from _____

You will need to successfully complete the seven units below plus a final comprehensive examination for one-half credit in American Government. All assignments are to be completed in class; no books, work folders, or other materials are to leave the classroom. Any lost assignment must be redone.

Your final grade will be determined as follows: All unit work assignments and unit tests - 75%; final examination - 25%. If you fail any test (score below 70%), you may study and be retested. To receive the half-credit, your final overall average must be at least 74%.

COURSE UNITS (CU's)	Test Grades	Date Started	Date Completed
CU-I. INTRODUCTION TO AMERICAN GOVERNMENT AND CITIZENSHIP	_____	_____	_____
CU-II. LEGISLATIVE BRANCH OF FEDERAL GOVERNMENT	_____	_____	_____
CU-III. EXECUTIVE BRANCH OF FEDERAL GOVERNMENT	_____	_____	_____
CU-IV. JUDICIAL BRANCH OF FEDERAL GOVERNMENT	_____	_____	_____
CU-V. CIVIL RIGHTS & RESPONSIBILITIES	_____	_____	_____
CU-VI. PARTICIPATION IN THE POLITICAL PROCESS	_____	_____	_____
CU-VII. STATE AND LOCAL GOVERNMENTS	_____	_____	_____

TYPE OF CREDIT ½ FINAL EXAM GRADE _____

SSAT-II _____ GRADE FOR COURSE _____

COURSE COMPLETION DATE _____ TEACHER'S SIGNATURE _____

Source:
Lee Adult High School,
Leesburg, FL

Figure 5
Sample Course Outline Sheet

LEE ADULT HIGH SCHOOL
ENGLISH II

STUDENT'S NAME: _____ DATE: _____

UNIT I GRAMMAR - Identification

A. Parts of Speech
B. Parts of a Sentence
   1. Subject and Predicate
   2. Complements (D.O., I.O., P.N.)
   3. Prepositional Phrases . . . . . UNIT TEST_____

UNIT II GRAMMAR - Usage

A. Subject - Verb Agreement
B. Pronoun Agreement
C. Verb Usage
D. Adjective & Adverb Usage . . . . . UNIT TEST_____

UNIT III WRITING - Mechanics

A. Capitalization (I-31)
B Punctuation
   1. End Marks
   2. Commas (H-30)
   3. Quotes
   4. Semicolons
C. Possessives (H-29)
D. Sentences/Fragments/Run-ons
E. Computer Assisted Instruction. . . . . UNIT TEST_____

UNIT IV WRITING

A. Forms (E-46, F-47)
B. Letters and Envelopes (E-39, E-41)
C. Outlining (B-2)
D. Paragraphs
E. Essays . . . . . .UNIT AVERAGE_____

UNIT V SPELLING

A. Rules
B. State Assessment Words (G-23 & 24)
C. Consumer/Survival Words (G-23 & 24)
D. Computer Assisted Instruction (Assigned)
E. Spelling . . . . . .UNIT AVERAGE_____

UNIT VI VOCABULARY

A. Prefixes, Suffixes, Roots (C-7, G-25)
C. Definitions (B-3, B-5) . . . . . .UNIT AVERAGE_____

Figure 5 (Continued)

English II-Course Outline

LEE ADULT HIGH SCHOOL

UNIT VII LITERATURE I

A. Non-Fiction (E-10, H-17, 18, 19, M-27)
B. Short Story. . . . . .UNIT AVERAGE_____

UNIT VIII LITERATURE II

A. Poetry
B. Drama
C. Myths (J-24) . . . . . .UNIT AVERAGE_____

UNIT IX LITERATURE III

A. Novel
B. Book Report (outside reading). . . . . .UNIT AVERAGE_____

UNIT X BASIC SKILLS

A. Fact and Opinion (I-20)
B. Written Directions (K-25)
C. Identifying Irrelevant Statements (J-22)
D. Conclusions Based on Insufficient Evidence (J-23)
E. Map Skills
F. Library Skills . . . . . .UNIT AVERAGE_____

AVERAGE OF ALL UNITS_____

FINAL EXAMINATION_____
(¼ of your grade)

DATE COMPLETED _____ FINAL GRADE _____

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Figure 6
Sample of Standardized Pretest Sheet
Lee Adult High School
SOCIAL STUDIES
GED REVIEW

DATE _____ DATE TAKEN _____

STUDENT'S NAME _____

PROJECTED TESTING DATE _____

I. OFFICIAL GED PRACTICE TEST, FORM A

Number of Questions Missed	Content Area	Question Number
_____	History	9,10,11,26,28, 29,30
_____	Economics	2,3,6,7,13,14,15
_____	Geography	21,22,24,25
_____	Political Science	1,8,12,16,17,20, 23,27
_____	Behavioral Science	4.5.18,19

II. CAMBRIDGE SOCIAL STUDIES PREDICTOR TEST

	History	Eco.	Poli. Sci.	Behavior Sci.	Geo.
FINDING FACTS	1, 30	3			22
MAIN IDEA	2, 14	4	25		
APPLYING IDEAS		5	11, 26	19	
DRAWING CONCLUSIONS	29	17	10	13	27
DRAWING INFERENCES	15	6, 18		12, 20	23
DISCRETE ITEMS	7, 16	24	9, 21	28	8
TOTAL	8	7	6	5	4

Social Studies

Number of Correct Answers	GED Score
30	80
29	77
28	72
27	68
26	66
25	63
24	60
23	58
22	56
21	55
20	53
19	52
18	50
17	49
16	48
15	46
14	44
13	43
12	42
11	41
10	39
9	37
8	35
7	33
6	30
5	25
4	23
3	20
2	20
1	20

Social Studies
Number of Correct Answers: ____

GED Score: _____

_____

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Figure 7
Sample American Government Assignment List

LEE ADULT HIGH SCHOOL

Date Started_____
Student's Name_____ Date Completed_____

CU-VI Tasks: Politics and People

Complete only those items checked; you will be given complete instructions.

____1. Criterion-Referenced Pretest
Diagnosis:

____2. Text Assignments (Emphasize reading comprehension; critical thinking skills; vocabulary development; map, graph, and cartoon interpretation; outlining, summarizing, and writing essays.)

____a. American Civics (Harcourt Brace Jovanovich)--Read Chapter 9 and complete "Vocabulary" section at end of chapter. Complete all corresponding exercises in the unit work folder.

____b. Politics and People (Scholastic)--Read Chapters 1-7. Complete all corresponding skill sheets in unit work folder.

____c. Magruder's American Government (Allyn & Bacon)--Read Unit III and complete these assignments:_____
_____

____d. Exploring American Citizenship (Globe)--Read Unit III. Answer Section I questions after each chapter. Also complete the following: Sec. II on p. 91; Sec. II on p. 98; questions on p. 88 based on chart; all on pages 101-103; Sec. II on p. 104. Workbook:_____

____3. Reinforcement Texts and Activities (to strengthen/develop skills in #2 above)

____a. "Cause-Effect" exercise (in unit work folder)--SSAT-II, Reading Skill 15
____b. Civics for Americans (S,F)--Read Chapters 11-13. Complete first two sections of chapter tests. Complete worksheets titled "Campaign Speeches," "Getting Elected," "The Vote for Pres. by Political Party," and "Political Party Activities." Other:_____
____c. Electoral College work folder (Cambridge)--Answer all questions.
____d. Civics, 5th ed. (Follett)--Selected lessons and comprehension checks from Unit V:_____
____e. Electing the President (Janus)--Read units and answer questions as assigned:_____
____f. Citizenship: Your Voice in America (Educational Activities)
____(1) "Voting--How, What, Why, When" + activities:_____
____(2) "The Candidates and Issues" + activities:_____
____g. Scholastic Search Visuals (get from teacher): ____(1) "Understanding a Ballot"; ____(2) "Reading a Map of Voting Districts"
____h. Being An Informed Citizen (Steck-Vaughn)--Read Chapters 3-5. Exercises:_____
____i. "The Importance of Voting," Cambridge (in special folder--get from teacher, who will give you accompanying assignment).

Figure 7 (Continued)

AMERICAN GOVERNMENT CU-VI Tanks

____4. Computer-Assisted Instruction (CAI) and Audio-Visuals (AV)
(Check with teacher for specific instructions. Also get teacher to initial blank by CAI or AV title when you have finished.)

CAI ____a. "Electoral College" (AUTHOR, menu title: ELECT)
AV ____b. "The Election Process," Parts I and II (AP) _____Questions
AV ____c. "Voting--As If Your Life Depended on it" (Multi-Media)
AV ____d. "American Political Parties Today" (AP)
AV ____e. "Campaign to Election" (Scholastic)
AV ____f. "Political Parties: The People's Choice" (Scholastic)
AV ____g. "American Votes: Crisis at the Polls" (Scholastic)
AV ____h. "Lobbies & Pressure Groups" (Scholastic)
AV ____i. (LIBRARY) "All About Elections" (Klise)_____Worksheets.
AV ____j. (LIBRARY) "The Party System" (Klise)_____worksheets.

____5. Enrichment Activities (Emphasize higher cognitive skills, such as analysis, synthesis, evaluation, judgment; writing skills; and social science research)

____a. Activities corresponding to texts/supplemental texts:

____b. Classroom newspapers, magazines, reference books/materials:

____c. Library assignment:

____Pre-Library reference skills assignment:

____d. Research paper (Teacher will provide you with separate instruction sheet.)

____e. Group discussion or debate:

Figure 8

Sample Lee Adult High School Science Lab Student Record Cards

NAME: _____ PRIORITY: _____ S.S.#: _____

COURSE: _____ PRE TEST SCORE: _____ DATE OF BIRTH: _____

ENTRY DATE: _____ PHONE: _____

UNIT 1	UNIT 2	UNIT 3
LAB	LAB	LAB
UNIT COMPLETE: _____ GRADE: _____	UNIT COMPLETE: _____ GRADE: _____	UNIT COMPLETE: _____ GRADE: _____
UNIT 4	UNIT 5	UNIT 6
UNIT COMPLETE: _____ GRADE: _____	UNIT COMPLETE: _____ GRADE: _____	UNIT COMPLETE: _____ GRADE: _____

Figure 8 (Continued)

UNIT 7	UNIT 8	UNIT 9
LAB	LAB	LAB
UNIT COMPLETE: _____ GRADE: _____	UNIT COMPLETE: _____ GRADE: _____	UNIT COMPLETE: _____ GRADE: _____

SCORES: PIAT
RR:
RC:

NEEDS/COMMENTS:

WOODCOCK WRAT
WI
WA R:
WC S:
PC

RECOMMENDATIONS:

SSAT II

ENRICHMENT

Daily Ave.: _____ LIBRARY: _____

FINAL EXAM: _____ _____

FINAL GRADE: _____ RESEARCH: _____

CREDIT ISSUED: _____ _____

SPECIAL ASSIGNMENT: _____

_____

_____

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Figure 9

SAMPLE BASIC SKILLS PROFILE SHEET
SSAT-1 COMMUNICATION SKILLS

STUDENT'S NAME _____ DATE _____

	READING SKILLS	REMEDIATION	DATE ACHIEVED
A 1	Identify Synonyms/Antonyms		
B 3	Identify Literal Definitions of Words		
B 5	Use Context to Determine Word Meaning		
C 7	Choose Prefix or Suffix So Word Fits Sentence Context		
B 10	Infer Main Idea of a Paragraph		
H 17	Identify the Conclusion Supported by a Paragraph		
H 18	Infer Feelings and Emotions		
H 19	Identify Outcomes Based on Inferences		
I 20	Identify Facts and Opinions		
J 22	Identify an Irrelevant Statement in a Selection		
J 23	Identify Conclusions Based on Insufficient Evidence		
J 24	Identify Inaccurate Assumptions		
F 6	Follow Written Directions to Complete a Task		
B 12	Identify Dictionary Definition of Word Used in Context		

DATE _____ TEACHER'S SIGNATURE _____

Figure 10

SAMPLE BASIC SKILLS PROFILE SHEET
SSAT-1 COMMUNICATION SKILLS

STUDENT'S NAME _____ DATE _____

	WRITING SKILLS	REMEDIATION	DATE ACHIEVED
D 2	Identify Appropriate Headings for Groups of Objects		
G 23	Identify Correct Spelling of Common Words		
G 24	Identify Correct Spelling of "Consumer" Words		
G 25	Apply Rule for Adding Prefixes and Suffixes		
H 29	Use Apostrophe for Possessive Nouns not Ending in "s"		
H 30	Identify Proper Punctuation before Conjunction		
H 31	Capitalize Proper Nouns		
F 47	Complete Money Order or a Check and Stub		
E 39	Business Letter		
E 41	Letter of Request, Adjustment or Complaint		
E 46	Common Forms		

DATE _____ TEACHER'S SIGNATURE _____

NOTE:

*Each skill is incorporated into the course outline.
*Name of book and date completed are entered on this form by the teacher.
*This form must be completed when credit is issued.

Figure 11

SAMPLE BASIC SKILLS PROFILE SHEET
SOCIAL STUDIES

STUDENT'S NAME _____ DATE _____

AMERICAN GOVERNMENT PROFICIENCY REQUIRED: 80%

Standard	Skill	SKILL DESCRIPTION	Date Began	ASSESSMENT SOURCE/S	Date Comp.
C	12	Determine the main idea stated in a paragraph		CU-6, Chapter 7 Skill Sheet, page 22	
C	13	Who, What, Where, When Which, How questions		CU-4, Chapter 15 Skill Sheet, page 28	
C	15	Identify stated cause or effect		CU-6 Exercise 3A	
C	16	Follow written directions		CU-5, Chapter 10 Skill Sheet, page 27	
D	19	Identify main idea implied in a paragraph		CU-6, Chapter 1 Skill Sheet, page 5	
D	21	Identify appropriate conclusion or generalization		CU-7, Chapter 7 Skill Sheet, page 18	
E	23	Distinguish between facts and opinions in paragraph		CU-6, Chapter 1 Skill Sheet, page 6	
F	25	Obtain information from pictures, maps, or signs		CU-2, Chapter 4 Skill Sheet, page 8	
F	26	Information from diagrams, table, graphs, schedules		CU-7, Chapter 9 Skill Sheet, page 23	
F	27	Info. from indexes, table of contents, disctionary		CU-3 EDL-GHI-REF-8	
F	29	Identify appropriate source for information		CU-1, Chapter 4 Skill Sheet, page 15	

COMMENTS: _____

Teacher's Signature Date

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CBAE

TRAINING

OF

STAFF

TRAINING OF STAFF

OBJECTIVES

Classroom Management, Equipment, and Materials

As a result of training, teachers will be able to:

° know types of equipment used in CBAE

° know how to obtain materials in CBAE

° know role of facilitator in CBAE

° know classroom management techniques.

As a result of training, managers will be able to:

° administer a CBAE Center

° know a working definition of CBAE

° know difficulties of transition of a facilitator from traditional instruction to CBAE program.

Assessment, Design, and Facilities

As a result of training, teachers will be able to:

° identify elements of reliable and valid tests

° create a reliable and valid test that measures stated competencies

° use commercial test materials for diagnosis, prescription, and evaluation

° recognize suitability of facilities

° communicate deficiencies to administrator (manager)

° provide commercial standardized tests for evaluation

° evaluate suitability of a facility by using a given checklist.

Roles and Responsibilities

As a result of training, teachers will be able to:

° understand the difference between a time-based and competency-based program

° develop and implement a classroom management system

° evaluate the program.

As a result of training, program managers will be able to:

° develop a philosophy of a CBAE program

° implement an effective CBAE program

° develop a procedure of evaluation of CBAE instructors and the program.

Records, Grades, and Credit

As a result of training, teachers will be able to:

° know forms and tests to be used

° know how to accurately complete forms and administer tests

° know processes for an established system of record keeping (record center, guidance, etc.).

As a result of training, managers will be able to:

° know how to monitor the record-keeping procedures of the teachers

° know requirements of local, state, and federal laws for maintenance and security of records

° know what is appropriate facilities for records and testing

° know and implement changes in requirements (i.e., the laws).

Intake and Prescription

As result of training, teachers will be able to:

° demonstrate the intake process pertaining to CBAE (interview, diagnosis, sequence, prescription)

° demonstrate lab/class procedures for prescriptive process toward completion of competencies

° identify the correct forms for record keeping and reasons for the use of each

° demonstrate accountability for dissemination of information to both administrator and students.

As result of training, managers will be able to:

° train staff in intake processes

° know lab/class procedures

° know correct forms and record keeping processes

° demonstrate accountability for dissemination of information to both teachers and students

° demonstrate responsibility for overall management of CBAE program.

FTE Accounting and Registration

As a result of training, teachers will be able to:

° identify the steps to be followed in registering students

° interpret student test results

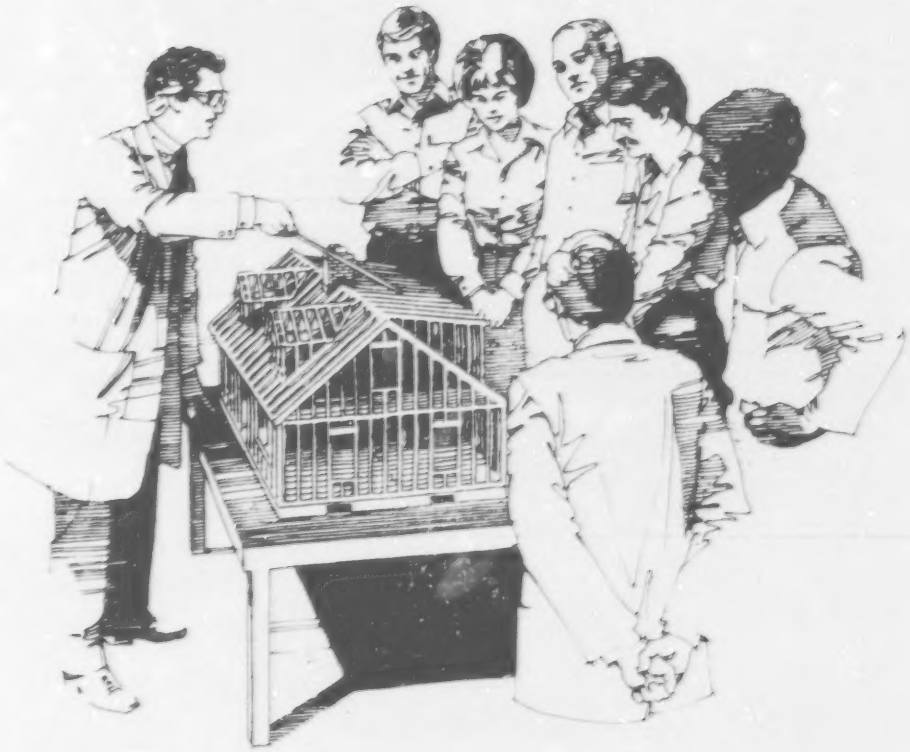
° correctly complete the student registration forms

° identify credit requirements for students and options available for them within subject areas

° maintain an accurate and complete attendance record for FTE reporting.

As a result of training, managers will be able to:

- demonstrate knowledge of all aspects of the registration process and provide the assistance and supervision needed for the CBAE program
- collect, record, and report all required FTE information
- evaluate transcripts for student placement
- advise students about program options and community services.



A P P E N D I C E S

Appendix A . . . . . Participants - CBAE Guide Development Workshops

Appendix B . . . . . Participants - CBAE Training Workshops

Appendix C . . . . . Articles on CBAE

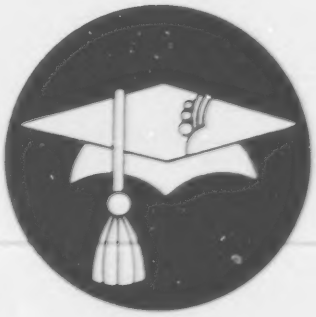
Appendix D . . . . . CBAE Bibliography

Appendix E . . . . . A Model For Developing Writing Learning Materials

Appendix F . . . . . Brevard's Local Effort to Implement CBAE, 1985-86

Appendix G . . . . . Sample of A "Student Learning Guide" - Directions

Appendix H . . . . . Sample Curriculum Frameworks & Performance Standards



APPENDIX A

PARTICIPANTS AT OCTOBER 4 & 5, NOVEMBER 15 & 16 WORKSHOPS

1. George Willis, Dean
Hoover Adult/Community Center
1 Hawk Haven Drive
Indialantic, FL 32903
305-724-5006

*2. Terry Cooper, Dean
South Area Adult/Community Center
Pineapple Avenue
Melbourne, FL 32935
305-254-5790

*3. John Wigley, Dean
Cocoa Adult/Community Center
2000 Tiger Trail
Cocoa, FL 32926
305-632-5302

4. Eddie Taylor, Dean
Palm Bay Adult/Community Center
1 Pirate Lane
Palm Bay, FL 32901
305-723-3031

*5. Dr. Charles Colman, Dean
Satellite Adult/Community Center
Scorpion Lane
Satellite Beach, FL 32937
305-773-7011

*6. Dr. Rogers Mansfield, Dean
North Area Adult/Community Center
Titusville, FL 32780
305-268-1188

*7. Rich Dobsha, Councelor
North Area Adult/Community Center
Titusville, FL 32780
305-268-1188

8. Eugene Smith, Dean
Merritt Island Aduit/Community Center
100 East Mustang Way
Merritt Island, FL 32953
305-452-1110

9. Ken Baker, Dean
Kennedy Adult/Community Center
2100 S. Fiske Boulevard
Rockledge, FL 32955
305-632-9502

*10. Vernon Loyd, Asst. Principal
Cocoa High School
2000 Tiger Trail
Cocoa, FL 32926
305-632-5300

* 11. Lorraine Rogers, Instructor
South Area Adult/Community Center
Pineapple Avenue
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APPENDIX C

THE ROMANCE OF COMPETENCY-BASED ADULT EDUCATION

James T. Parker

Romanticism was a movement in literature, art, and music that began in the late 18th century, reaching its height in the 19th century. It began as a revolt against Classicism, which emphasized formal style, bound by strict rules of composition and sharp limitations on subject matter. Romantic works, by contrast, emphasize expression of feeling and imagination, rather than form. Romanticism is associated with revolution (the American Revolution was influenced by it) and freedom. With vision and ideals. And definitely with change.

Competency-Based Adult Education, and the adoption of a unique program like the California Adult Student Assessment System, imply that change is needed in Adult Basic Education. Why? Because conventional forms of ABE tend to be...

- focused on, and limited by, subject matter. They often cannot deal with individual learner's life needs.
- non-accountable to adult learners. They measure "outcomes" in terms of units of time and cost-per-head.
- restricted in the materials they use. Some require all learners to use the same instructional materials...whatever their learning styles.

Still you hear the old adage: "If it ain't broke, don't fix it." I prefer the philosophy of Chuck (Right Stuff) Yeager: "Never wait for trouble." Actually, the recognition that something was "broke" was announced in 1970 when Adult Performance Level research was commissioned.

(This paper was adapted from a presentation at the Maryland CASAS Adoption Workshop in Easton, MD on August 7, 1984)

Organization Development types have an interesting perspective on the nature of change. Their research indicates that, when faced with planned change, about one-third of the people to be involved readily accept the change. Another 1/3 are skeptical...they want to know why it is needed, and how it will affect them personally. Over time, however, they accept the change. They may become its greatest advocates...once their questions are answered and their fears overcome. Then there are the remaining 1/3 that never really accept change. They either are let go, move on to other jobs, or (and this is the saddest part) just hang around, making everyone miserable with their criticism, gripes, and inaction.

However, a change to CBAE does not mean that <u>everything</u> will be brand new. Many principles of CBAE have been with us for quite a few years...known as "Mastery Learning," "Performance-Based Education," "Life Skills," and so on. CBE is standard fare for medical training, many adult vocational programs, and technical professions. Now, even non-traditional "romantics" of adult education like continuing educators have embraced competency-based principles. The Council on the Continuing Education Unit has developed and endorsed "Principles of Good Practice in Continuing Education." Let's compare their principles with those "Elements of CBAE" published nationally in 1980 by our professional organizations: NAPCAE and the ABE Commission. With the exception of two administrative items, and statements on staffing and learning environment that were not covered by the CBAE Elements, the continuing education principles are <u>very similar</u> to those professed by competency-based adult educators (see below...pages 92 & 93).

I offer this comparison for three reasons. First, some ABE staff work with, or are in some way associated with, continuing adult educators. It's nice to know that their leaders are in step with us. It gives us all a "common language," and common goals. This can be helpful in gaining institutional and collegial support for CBAE. Second, Adult Education is growing up. It is becoming more responsible to the organizations that support it, and most importantly, to adult learners. Finally, these principles are a reminder that we are not alone. That competency-based education is gaining respect among educational leaders. We share the leading edge of a revolution in education.

This has not happened over night. CBAE has a relatively long history of development in Adult Basic Education. Fourteen years is long, considering the fact that the national ABE program is itself only 20 years old. These 14 years can be portrayed in four phases:

I Developmental Phase - 1970 to 1975

During this period the Adult Performance Level research was commissioned by the U.S. Office of Education, and the APL Project conducted, and reported the results of, its national survey of adult functional competency. The New York State External Diploma Program was developed, and graduated its first "class." The Adkins Life Skills Program/Employability Skills Series was also developed and piloted. As APL data became available to adult educators, a few states explored the use of the competency items

II First Wave - 1976 to 1978

This phase began with a BANG as adult educators, the press and public reacted to the announcement of the APL findings. The subsequent flurry of activity included a meeting of state directors of ABE in Dallas to deal with APL issues and opportunities. States began to develop curriculum and program manuals for implementing APL-based instruction. The first two field-generated CBAE conferences were conducted, in San Francisco and Austin. The phase closed with a second U.S. Office of Education conference which provided direction further research and development, and a national definition of CBAE.

PRINCIPLES OF GOOD PRACTICE IN CONTINUING EDUCATION 1984	CRITICAL ELEMENTS OF CBAE 1980
The statements of intended learning outcomes of a continuing education program/activity focus on learning that can be applied by the learner to situations beyond the boundaries of the learning environment.	PHILOSOPHY - CBAE is built on adult learning principles, including the interaction of life activities with learning processes.
Sponsors of providers of continuing education programs/activities utilize apropriate processes to define and analyze the issue(s) or problem(s) of individuals, groups, and organizations for the purpose of determining learning needs.	DIAGNOSIS - Measurement of individual skills and needs recognizes and builds on adult experiences.
The continuing education provider's promotion and advertising provide full and accurate disclosures about its programs, services, and fees. Each continuing education provider has a clearly stated, written statement of its mission, which is available to the publics served. The continuing education provider has clear and concise written statements of intended learning outcomes for the continuing education program/ activity.	OBJECTIVES - Intended outcomes are publicly stated and agreed upon by facilitator and learner, reflecting the adult's needs and wants.

PRINCIPLES OF GOOD PRACTICE IN CONTINUING EDUCATION .... 1984 (continued)	CRITICAL ELEMENTS OF CBAE 1980
Learning experiences are designed to facilitate the role of the learner and are organized in such a manner as to provide for appropriate continuity, sequencing, and integration of the program/activity to achieve the specified learning outcomes. The statements of intended learning outcomes of a continuing education program/activity determine the selection of instructional strategies, instructional materials, media and other learning technology, and create an appropriate learning environment. When a continuing education program consists of several interrelated activities, courses, seminars, and workshops, the contribution of the intended learning outcomes of each to the total program is clearly designated.	LEARNING STRATEGIES - A variety of learning methods are available to reach an individual's goal.
Continuing education programs/activities are evaluated through assessment of learner's performance in terms of intended learning outcomes.	ASSESSMENT - Multiple assessment techniques are utilized for the demonstration of competency, and as data for modification of program processes.
Program content, instructional materials, and delivery processes are relevant and timely for achieving intended learning outcomes.	FLEXIBLE TIME - Since competency is the intented outcome, sufficient time for mastery is made available RELATIVITY - Competency changes as the world changes. CBAE programs need to change if they are to maintain accountability.
The continuing education provider makes available to participants recognition and documentation of achievement of learning outcomes specified for the continuing education program/activity.	RECOGNITION - Formal recognition of attained competency is presented to the adult learner.

III Implementation / Incubation Phase - 1979 to 1983

While a few states pressed forward in their statewide development of CBAE systems, most states entered an "incubation" stage, with limited and erratic implementation. Many states in this period seemed also to consider the development of a curriculum guide (accompanied by some staff training) as their best possible implementation of CBAE. These states did not attempt to develop and put in place a process or system of CBAE to assure statewide impact. This Phase also began a new "nationalization" of CBAE, evidenced by the birth of a professional organization--the ACE Committee-and the national validation and dissemination of the New York External Diploma Program, the APL Program, and Project CLAST. A number of books and articles on CBAE were also published for a national audience.

IV New Wave - 1984 and Beyond

With the national validation and funding of the California Adult Student Assessment System (CASAS), the CBAE movement has its most recent (and perhaps best) opportunity to reform the practice and processes of adult basic education. Early indicators are promising. Maryland has committed its next three years to the adoption of CASAS on a statewide basis. Many other states, primarily in the East and Far West, have shown interest in adoptions. Unless there is a drastic change in the national legislation or funding of ABE in 1985, the variety of CBAE resources and processes developed over the years should have a impact on the field for at least the next five years.

The CASAS Adoption Workshop is important for a number of reasons. Participants are exposed to, and actually help create a lot of the "stuff" (the right stuff) to enable them to plan and implement CBAE programs. They experience the excitement and romance of self development. Both are important to participants as they grow professionally, improve their local programs, and perhaps even influence the ABE program statewide. But it's bigger than that. In adopting CASAS, a state or local program undertakes an important experiment in the improvement of Adult Education. It's an opportunity. An adventure. A challenge. A challenge to develop a system that will lead Adult Education into a progressive future. And, by example, lead adult educators and their programs towards an acceptance of CBAE.

COMPETENCY BASED ADULT EDUCATION: A METAMORPHOSIS IN LITERACY EDUCATION

by Carol E. Kasworm, Lecturer

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Introduction

An ancient Chinese proverb speaks to the value of educating starving individuals in the use of the fishing pole. Two actions are discussed. The first concerns short-term needs only; the second focuses on both short-term and long-term needs. While both actions are valuable, their processes and outcomes are quite different. These differences, as illustrated through the proverb, focus on the inherent dilemmas faced by adult literacy education.

Because of the varied beginnings and programmatic forms of adult education, there have been divergent opinions on 1) the role of adult education in relation to the undereducated adult, 2) the primary knowledge and skills for sufficient and necessary literacy, and 3) the best strategies in the teaching-learning process. With each teacher, each program and each student, there have evolved numerous combinations. However, most adult education activities have focused on short-term goals. Often this limited focus has not been by conscious design. Rather it has been created by extremely diverse clientele, their overwhelming need for immediate intervention, their significant variability in skills and knowledge levels, and their intermittent participation. It has also been perpetuated by programmatic discontinuity, minimal resources, limited staff development and support research.

Many adult educators believe that effective, relevant literacy education should incorporate both short and long term needs. These practitioners, teachers, curriculum developers and administrators are now examining a broader vision, a vision which incorporates the notion of functional literacy and the process of competency based education. As illustrated in these proceedings, many adult literacy educators and program administrators believe CBAE is an important and valuable addition to adult education.

CBAE: A Crucial Stage of Metamorphosis

Competency based adult education (CBAE) has gained prominence at a time of significant national and international need for effective adult literacy education. In both the public and private sector, literacy skills are discussed as an expectation unmet by current schooling systems. Further, such skills are believed to guarantee individual autonomy from societal welfare systems and to increase one's chances for survival within this highly technological society. CBAE provides one avenue of systematic instruction to respond to these significant needs.

CBAE has gained its major dynamic quality from the cohesion of functional literacy concepts and competency based learning processes. Both elements are not unique from prior educational activities. For many decades, the concept of functional literacy had been interwoven within varied adult education activities. Although not denoted as functional literacy, content material and learning activities had been used for immediate reinforcement and practical application to adults' daily activities. Effective adult education teachers had observed a correlation between relevant content/skills and improved retention of undereducated adults. In recent years, the concept of functional

literacy has gained national significance through discussions regarding the nature and scope of illiteracy for educational and census purposes, through the research of the Adult Performance Level Project (APL), and through other significant projects such as Apperception Interactive Method (AIM) and life-coping skills programs.

From a different perspective, competency based education evolved from innovative theory and research in learning processes and educational delivery systems. Both traditional and vocational-technical systems had experimented with this behavior-oriented, focused outcome system. Although adult education had been concerned with goal achievement learning, e.g., passing the General Educational Development High School Equivalency Test (GED), these activities had not presented the comprehensive, systematic, and validated competencies of current CBAE efforts. This metamorphosis of literacy education--the fusing of functional literacy perspectives and competency oriented processes--represents a new distinctive character to adult literacy education. This character of CBAE represents five unique qualities to the adult literacy movement.

Competency based adult education is a systematic effort to infuse basic skills development with functional literacy concepts of our society. Due to the fragmented, everchanging nature of adult literacy efforts, few programs and instructors could look beyond the basic teaching requirements of reading, speaking, writing, and computation skills. Teachers and programs, attempting to integrate functional literacy concerns into basic skills, did so in a very stylized way and with very specific clientele needs. The CBAE movement has created a new focus for experimentation, research and execution of an all encompassing approach to functional literacy. It has generated significant activity to integrate these concepts into the teaching of basic skills and into a competency-oriented program serving undereducated adults.

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The competency based education process is grounded in research which defines a specific set of competencies and therefore outcomes for a learning experience. This research orientation emanates from the interaction of daily adult life activities and basic communication, problem solving and interpersonal skills. The defined competencies have a sense of credibility for the present and future activities of students. Further they add a new dimension of accountability for learning activities. These competencies define the "markers" of present and future levels of accomplishment. This research based assessment system is one of the greatest strengths of the movement. It offers a rational basis for curriculum development, for tracking the teaching-learning process, for identifying the eventual outcomes to impact upon the learner. It builds the short and long term focus into a sequential instructional process.

Both past and present adult literacy programs have often drawn heavily upon the perspectives and research of learning styles and cognitive development of children. In addition, undereducated adults often have been subjected to "elementary school teaching mannerisms and materials." Individuals in adult literacy education may be ignorant about basic skills and knowledge, but they are keenly aware of the difference that education means to them and their families. They do represent mature individuals who have experienced life and the autonomy of adulthood.

CBAE brings the adult life orientation to the content and process of adult literacy activities. Undereducated adults come to the literacy classroom with pressing needs and desires. They are sharply focused on the value and relevance of information which is responsive and has immediate application to their lives. Often they also come with suspicion and anxiety. Will this program maintain their dignity while giving them skills and information that society label as 'basic information for a child learner?" Will this process reinforce earlier classroom failure; will this new environment be insensitive to the

undereducated adult's cultural background and values? CBAE, in its varied programmatic forms, offers the undereducated adult a process and content focused on adult life activities. The content and skill has been designed for immediate application and connection between the classroom and everyday life. In addition, the CBAE process discriminates the present level of knowledge and ability. Adult students can view themselves along a continuum of learning experiences. They can enter the learning process at their own level of ability. They can see a sequential development in their learning and systematically follow their own progress towards learning goals. This orientation offers a valuable form of continuing positive reinforcement through immediacy of learning activities, through secondary reinforcement by application in their daily lives, and through a developing sense of self awareness and control over the destiny of their learning activities.

Many adult education learning centers and programs have been characterized by their reactive, "emergency ward" orientation. Little time, energy and leadership is allotted for direct instructional program planning and curriculum development. Adaptability, flexibility, immediacy are the key stimulants for creation of learning goals, processes and evaluation. Beyond this fluidity of program instruction, intermittent attendance by adult learners also causes additional discontinuity of the teaching-learning outcome. CBAE offers the opportunity to structure continuity within adult literacy programs, to concentrate varied practitioner efforts and student involvement towards a holistic teaching-learning curriculum. With stated competencies and processes, teachers, administrators and students can jointly participate in defining the program and the teaching strategies. Continuing assessment and evaluation pinpoint specific areas for both student and curriculum development. Further, this curriculum and process provides a common point of reference for publishers of literacy materials and for professional in-service and graduate training

programs regarding the focus and future requirements for adult literacy education programs. CBAE is stimulating a framework for serious research on the value and effectiveness of varied forms of adult literacy education and provides a concept and process that encompasses a total perspective of educating the illiterate adult.

Lastly, CBAE provides an approach which can accommodate the diversity of adult skill/content levels, the voluntary, self-oriented participation rates of learners, and the unique problems of assessment and evaluation of this diverse population. Adult literacy education has never had adequate and sufficient tools to match the learner with the instructional process. CBAE presents one valuable approach to aid instructor and students in customizing the teaching-learning process. The competency based approach and variable access provides for self-pacing, individualization, and skill level development of learning activities. It accommodates the voluntary, intermittent participation of adult students and teachers. If offers a continuous feedback mechanism for both student-teacher concerns and programmatic developments.

These five distinctive qualities define the impact of a properly developed and implemented CBAE program. Each quality contributes to its forceful, dynamic relationship--connecting the learner with the needed skill and knowledge. This movement towards CBAE, however, does not represent the solution, the panacea, for educating all undereducated adults. It is one evolving system of instruction which is intimately linked to the cultural/technological state of our culture and to specific clientele needs. CBAE offers one vital approach to a multi-dimensional eclectic system of adult literacy instruction.

Next Stage of Metamorphosis: Devolution

These proceedings have captured at one point in time, the thoughts, beliefs, knowledge and practices of representative CBAE programs in the

United States. As one segment of many activities, these proceedings illustrate the excitement and frustration of commitment to a new process and the diverse impact and implementation of this process upon a variegated system of instruction and program delivery. These programmatic efforts also represent the past--that which has occurred. The future of CBAE is focused on a stage of devolution, of passing on of the key principles and concepts to others and of creating the environment to experiment with areas untouched by both CBAE and non-CBAE literacy activities. In considering the future development of Competency-Based Adult Education, several key issues should be addressed.

First, one of the most significant and pressing issues facing adult literacy education is the effective involvement and instruction of the hard-core unemployed, the geographically dispersed illiterate rural population, and the illiterate non-English speaking population. Current adult literacy efforts have had significant difficulty in developing appropriate strategies and relevant instructional approaches for these specific groups. CBAE programs have created a process and a model implemented predominantly within urban and suburban locations, serving participants who are typically English-speaking and semi-literate. The next step for CBAE programs, and probably a most difficult one, is to redefine initial instructional goals, entry level learner needs and value orientations as they relate to fundamental development of language as a desired tool for expression and of self-concept of the illiterate as a "learner." The hard-core unemployed and the other hard to reach illiterate populations require a unique programmatic design focused on their needs and orientations.

Secondly, since CBAE is based on a functional literacy approach, its continued relevance and value is intimately connected to the quality and conceptualization of research which defines and assesses functional literacy

competencies. As noted by Fischer and Nyer, research on defining competencies and on assessment of competencies will continue to be a key focus for debate and for the creation of alternative models. Further, this functional literacy approach is heavily dependent upon the impact of generated societal change in redefining appropriate/relevant cultural behavior and necessary technological adaptations to life style and work skills. CBAE faces a continuing challenge to up-date and modify curricula and materials for future life role requirements. For example, most present CBAE curricula do not introduce the usage of pocket calculators or a basic understanding of computer systems in daily life interactions. Both of these examples illustrate the potential problems of technological innovation impacting upon individual knowledge and skill. If we desire continued relevance of CBAE programs, there must be the creation of an ongoing research component to identify new knowledge and skills and to develop definitions and assessment tools for these newly designated competencies.

Third, in analyzing the specific learning objectives and competencies of the APL curriculum and several other CBAE models, there is an obvious bias directed toward the young and middle-aged adult orientations. CBAE programs presume that present functional literacy skills have no age discriminating parameters. However, these curricula typically discuss skills relevant to the young and middle-aged, e.g., preparing for a first job interview, raising a family and considering family planning alternatives. Current research eloquently points out significant differences in life tasks and therefore varied functional demands upon differing age groupings. Unquestionably, there are significant needs for providing adult literacy education to those individuals who represent the high school drop out and the middle-aged undereducated of our society. However, present CBAE curricula covertly neglect the unique and specific functional literacy needs of the older adult. It should be noted that illiteracy rates are the highest in the group of 55 years of age and

older; lowest socio-economic incomes are most predominant in this same group. From 1974 national statistics, only 6% of the participating adult literacy students were older adults. Future efforts in CBAE should focus one of its developmental trusts towards creating a CBAE process oriented to the functional literacy concerns of the older adult.

Fourth, as was noted earlier in these proceedings, there are few adequate research and assessment [illegible] applicable to adult learners. Development of varied cognitive, affect[illegible] psychomotor skills assessment instruments should be a top priority. The development of this instrumentation should also be reflective of the current nature of the CBAE process and be in concert with adult learner characteristics and variable levels of ability. In addition, the value of CBAE can only be measured with adequate short-term and long-term evaluation instrumentation which has sensitivity to the process as it relates to the undereducated. New CBAE evaluation formats and data-collection procedures need to be designed and implemented. Until there is adequate assessment and evaluation tools, no program can reasonably present its effectiveness in relation to another system.

Fifth, research on adult development and learning has been extremely limited. Ironically, we have a minimal amount of definitive knowledge about the characteristics of the undereducated--the primary focus for CBAE efforts. There is a significant, fundamental need for research data on the motivational orientations, values, self-concept development and learning styles of the illiterate, undereducated adult. Further, there is a need to define the short- and long-term benefit of specific curriculum orientations for the undereducated adult. There are varied factions within adult education who question the merit of functional literacy approach as opposed to a subject literacy or liberal arts orientation. They question the basis for defining functional literacy; they perceive functional literacy as middle-class societal

expectations. These groups would prefer curricula oriented to grappling with the key cultural, philosophical, and subject-oriented traditions. This concern is not a new issue to adult literacy education circles; however, there is no definite basis to support or refute either concern. Both factions have strong perspectives and little empirical research support regarding the comparative significance of their particular approach and its effectiveness in the lives of the undereducated. Both raise the key issue of the nature and substance of learning outcomes for adult literacy programs.

And finally, as CBAE blends into the broad stream of literacy activities, this movement must develop interrelationships with other similar community and literacy education activities. The strength of adult literacy activities and the future of CBAE rests on its ability to collaborate and interrelate with community colleges, CETA programs, community action and social service agencies. Its future vitality rests on the care and thoughtfulness of this collaboration. CBAE programs may be extremely protective of their identity and territory; this isolationistic stance could create its own obsolescence. CBAE cannot continue to be a viable approach without interacting and sharing its process and content with other agencies which also impact with undereducated adults.

As stated by the Chinese proverb, "Give the hungry man a fish and tomorrow he will return for more. Teach the hungry man to fish and he will feed himself forever more." CBAE provides a process and approach to develop literate, self-reliant adults. As a new movement in adult literacy education, it offers a set of values and perspectives for continued reflection, dialogue, and experimentation.

LEE ADULT HIGH SCHOOL

"REPEAT"

INDIVIDUALIZATION

Individualized Instruction means many things to many people. Our definition of Individualized Instruction is not:

Study packets

Audio-tutorial programs

Self-pacing

Systems approach

Instructional or behavioral objectives

But rather, Individualized Instruction is:

1. Identifying the key concepts to be studied either by the instructor or jointly by the instructor and student.
2. Knowing the student well enough to determine his cognitive style (i.e., how he learns) and his affective style (i.e., his attitude toward learning).
3. Planning, with the student, those activities which will cause him to achieve the objectives of the course or program.
4. Evaluating the student in terms of his success or ability to meet the stated objectives, rather than some mythical set of group norms.

This is but one of the many definitions.

Individualized Programs have been with us for many years, and each program has had its own meaning of individualizing. Aristotle individualized by involving his small group of students in what they were to learn. The Parker Schools in Quincy, Massachusetts, and the Cook County Normal School in Chicago were centered around the child and his interests during the 1880's and 1890's.

In the early 20th Century, John Dewey said to bring education to the child, not the child to education. To individualize, in those days, meant to try to meet the educational needs of the students. But these needs were most often defined by people who had little or no understanding of the many needs associated with the various developmental levels and cognitive styles of students. Thus programs that were designed met the needs of only a few, leaving the rest to fare for themselves. From the success, or lack of success of these programs, educators began to learn about the varied educational needs found in each classroom.

Many plans were designed to "individualize" the curriculum and break the academic lockstep, such as project methods, homogeneous groupings, ability groupings, and integrated programs. Audio-visual aids, libraries, guidance departments, lunches, recreation, transportation and work experience programs were added to school systems to better take care of student needs. Extensive testing programs were incorporated in school systems to aid the process of assessing individual abilities and setting standards of school achievement for various age and grade groups.

But all these attempts at individualization fell short of complete success. The totally individualized classroom requires much more support and knowledge than is available even today. We still are groping for a basic understanding of student learning behaviors and the techniques for determining what the behaviors are and what they mean. Many programs have recently come out using a multi-media approach toward meeting the varied needs of students. These programs, along with team teaching, open classrooms, and learning modules are a step in the right direction toward a truly individualized program.

APPENDIX D
RESOURCE LIST

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APPENDIX E

DEVELOPING WRITTEN LEARNING MATERIALS- A MODEL

PLANNING STAGE:	CBAE PROJECT
° Specifying Purpose: Is the purpose of the materials to introduce new concepts and ideas, to reinforce other educational activities, and/or to simulate further inquiry into a topic?	° New concept- Competency-Based Adult Education, individualized approach Materials based on Curriculum Frameworks, subject area competencies - academic credit-adult high school diploma.
° Are the purposes in harmony with philosophical assumptions (e.g., about human nature; the roles of the adult learner) of the developer and/or sponsoring institution.	Acceptance of the concept/purposes (CBAE) is based on State mandates for instruction and the role of the adult learner for progression through a quality educational process which allows individual diagnostic/prescriptive learning in an open/entry/exit mode.
° Identifying Target Audiences: Will materials be used primarily by groups or by individual learners?	° By individual learners.
° To what extent will materials be geared toward trainers or toward the learners themselves? Is the material designed for use by instructors, learners, or both?	° Geared toward learners. Material is designed for individual learner use with the teacher acting as facilitator of learning activites.
° What is the educational level or professional background of the target audience.	° Adults, 16 years of age or older who need to earn an adult high school diploma. High school dropouts (young with little adult experiences, older with much adult experiences).
° Needs Assessment. To what extent do needs originate from within the sponsoring institution and/or the target audience?	° Needs originate primarily from the target audience. The institution can meet these needs by a time spent in class (minimum 135 hours per course) or through CBAE (hours in class of no importance). Institutional needs are predominant in the development of the curriculum to fit CBAE instructional mode.
° Are needs in harmony with identified purposes?	Yes. The purpose is to set up a CBAE high school credit program. The needs are the curriculum to do so and the staff training for implementation.

° Resources: Are the financial and personal resources needed to develop materials available?	Yes. 310 Project Grant. Consultants identified, a director and assistant.
° Do materials similar to those being proposed already exist? (If so, the question is actually more one of materials selection than materials development).	In some cases yes, others, no. Competencies by course are identified through Curriculum Frameworks (State Guidelines) and local school district developed competencies by course. These competencies need to be translated to the instructional materials with the development of pre/post test, exit exams, etc. The selection of textbooks and supplemental materials to address subject area competencies needs to be done. Training of instructors/counselors in the CBAE method needs to be done.
° Time Frame: How soon will the materials be needed?	° Fall of 1985. Major academic subjects to be addressed first (i.e., language arts, science, math, social studies) with electives completed during 1985-86.
° Can they be developed with a high level of quality in the allotted time?	To an above average degree of quality. As program and use gets underway, revisions can, and will probably need to be made.
° Selecting a Format:	° Resources available to assist with development. Resources taken from ERIC Search on CBE and Florida districts with CBAE programs.
° Writing & Editing: Tips -write for the identified target audience; -respect the abilities of the readers- don't use a condescending style; -be concise; -organize selections so that they flow smoothly into one another; and; - avoid sexist language.	Use will be made of School District Modules and modules developed by other adult education programs.

° Producing Final Copy:

-Consider the quality of printing vis-a-vis anticipated distribution. Class handouts generally need not be as attractively reproduced as a manual intended for wide distribution;

-Printed for wide distribution. Project will provide original to Bureau for Adult/Community Education for dissemination in Florida.

-If graphics and photographs are to be used, it is wise to begin working with appropriate specialists early in the process. They can often make suggestions that will save time and/or money later on;

-Graphics may be used. Already designed graphics available through the project (Dynamic Graphics).

-If possible, employ the services of a professional proofreader. They have an eye for catching errors that most people will overlook; and;

-Final typing will be done through Word Processing Division. Draft copies will be reviewed widely throughout the State with a request for proofing.

-Allow sufficient time for printing (and typesetting, if used).

-Not typeset. Printing expected to be completed locally by August, 1985.

° Dissemination and Implementation:

-How widespread should the dissemination of materials be?

-Curriculum materials will be used primarily locally at 7 adult/community centers. Copies of these materials will be made available through Adult Ed. Bureau to other districts.

-Should materials be sold? If so, should they be sold at cost or for a profit?

Should on-site assistance be offered to users who request it?

-If consumable materials, more than likely they will be sold at a reasonable cost to adult students.

-On-site assistance will be given to the instructor who uses the material and needs training in use. Students will have an instructor available to give assistance and facilitate usage.

° Evaluation:

-Formative and Summative

° Formative: Changes will be made during the developmental stages as necessary.

° Summative: The examination of the curriculum modules will be done during 1985-86 through the implementation of the CBAE program in Brevard County.

Formative & Summative evaluation will be conducted in the Spring of 1985 through experimental classes and center situations. At least three other adult education programs will be asked to review and use the materials for summative evaluation.

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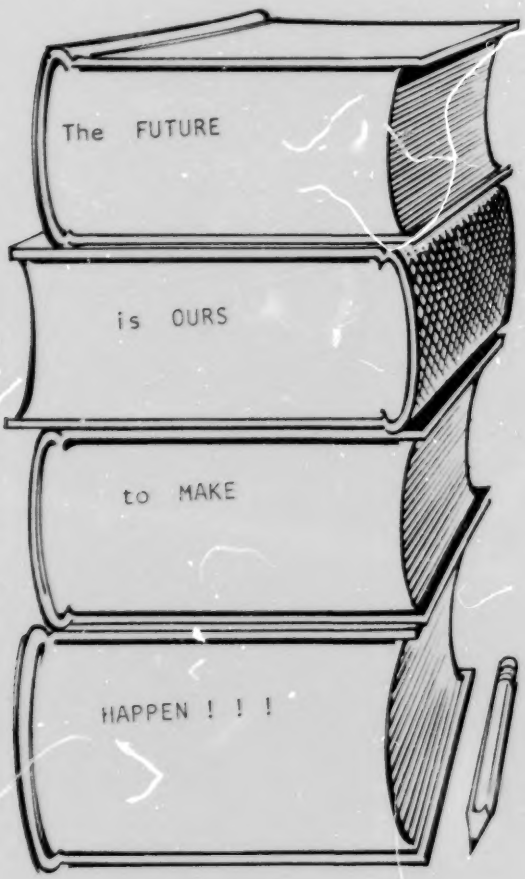


APPENDIX F

LOCAL EFFORT TO IMPLEMENT A CBAE, 1985-86

In 1984-85, 310 project served to train staff and clarify the ramifications of CBAE implementation. As a result of this project, we were able to apply for local funds through Staff and Planning Development to write "Student Learning Guides" geared to State Curriculum Frameworks and Performance Standards. Approximately $22,000 was expended through contracts with subject area instructors to complete these individualized instructional guides. The short turn-around was a handicap, but generally, the "Student Learning Guides" or learning modules are average to exceptional. It is expected that with experimental use during the fall term, revisions will occur. Samples of the process for writing these modules can be found in this Appendix section. Also, staff decisions relative to graduation requirements; a list of those courses with modules written; and a section taken from a Math 1 module are included.

As we become involved in the 1985-86 310 Project extension grant, awarded through the Bureau for Adult & Community Education as of July 1, 1985, it is expected that these modules will be reviewed, revised, and generally "polished" by a team of adult educators representative of a Statewide effort. Our local efforts will serve to assist the 310 project objectives in an early dissemination of Brevard's model to other districts and community colleges. Florida Atlantic University, Adult Education Division, will be giving technical assistance with workshops and training. It is anticipated that by the spring of 1986, CBAE in Florida will have a clear definition with much uniformity in its delivery system as a result of these two 310 Special Demonstration and Teacher Training Projects.

Sharing of information and local efforts in curriculum for adult education programs is viewed as crucial in these times of legislative questioning of our delivery system and expenditure of funds. Duplication of effort is wasteful of local funds and also causes proliferation of programs. It has become a national trend to create within each State a uniform delivery system for adult education programs. California is a prime example of this trend with the State adoption of CASAS (California Adult Student Assessment System).

Plans are underway to organize a Florida CBAE Conference in the spring of 1986. Collaborative efforts will be made with the Bureau, FAEA, FACE and the CBAE project to bring about this mini-conference.

BREVARD COMMUNITY COLLEGE, OPEN CAMPUS

ADULT HIGH SCHOOL COMPLETION - COMPETENCY-BASED DIPLOMA REQUIREMENTS

1985-June 30, 1985

22 credits (9-12 grades) Successfully passed

Pass Brevard County Basic Skills Test (SSAT #1)

Pass State Assessment Test - SSAT II in Communications & Mathematics

Maintain an overall average of 1.5

July 1, 1986 -

24 credits (9-12 grades) Successfully passed

Demonstrate 100% mastery of Minimum Student Performance Standards

Pass State Assessment Test - SSAT II in Communications & Mathematics

Maintain an overall average of 1.5

SUBJECT AREA REQUIREMENTS	1985 - 1986	July 1, 1986 -
Language Arts.	4	4
Science.	3	3
Social Studies.	2	3
Mathematics	3	3
Electives	10	9
Total	= 22	Required: Life Management Skills = 1/2 Practical Arts = 1/2 Performing Arts = 1/2 Physical Ed = 1/2

Required: (1985 - June 30, 1986) Total = 24

1. Language Arts: Choice of 4 credits of which should include: English II, English III, English IV, American Lit., Writing I or any course not considered an elective.
2. Science: Any selection
3. Mathematics: Any selection
4. Social Studies: American History (1 credit), World History or CPS

Required: (July 1, 1986 -)

1. Language Arts: Same as above
2. Science: Any selection, however, must have two courses with a lab component
3. Mathematics: Any selection
4. Social Studies: American History (1 credit), World History (½), American Government (½), Economics (½).

COMPETENCY-BASED REQUIREMENTS TO EARN CREDIT

1. CBAE is open entry-open exit for each student. Courses are divided into ½ credit segments with a final exit exam for each ½ credit to be issued.

2. CBAE is an individualized approach to instruction. Students progress through a course at a reasonable pace using "Student Learning Guides" as the instructional tool for mastery of each Performance Standard within a course. Predominant study is accomplished by the student in a "learning lab" environment. Students do have the option to purchase worktexts or an adopted textbook if home study is desired. Not all activities can be completed in a homework situation. Students will find the need to be consistently interactive with the instructor/facilitator and use those materials provided in the lab.

3. Instructors and counselors will provide information relative to how many performance standards should be mastered within a semester within a particular course in order to maintain credit. Early exit from the course can be accomplished based upon the student's initiative, work habits, and performance.

4. Performance on each competency within a course will be recorded in the form of a letter grade and verified by the instructor with the student. A special "checklist" for each student will be used for each course. This checklist will become a part of the Student Cumulative folder and permanent record.

5. Students must successfully complete each Performance Standard (competency) within a course at a minimum of a 70% level and pass the final examination for the course.

   The final examination will count 1/10 of the course average. If the student fails the final examination and the overall average on classwork is below 70%, the student repeats the course and re-takes a final examination.

   Based on teacher evaluation, additional experiences graded by the instructor, and the post-test on the learning guide; the student must average 70% or above on each standard for a passing grade.

6. Students must maintain an overall average of 1.5 for earning an adult high school diploma.

7. A minimum of two (2) (or more) credits must be earned in the adult program.

GRADE SCALE

95-100 = A (Excellent)

94-86 = B (Good)

85-76 = C (Fair)

75-70 = D (Poor)

69-0 = F (Failure)

BREVARD COMMUNITY COLLEGE ADULT HIGH SCHOOL COMPLETION (CBAE Learning Guides)
Completed under a Staff & Planning Development Grant, Summer, 1985

ADULT HIGH SCHOOL COMPLETION COURSES -- CBAE Modules
(Use Actual Titles and Coding for each course)

LANGUAGE ARTS (4 credits required)

AML 0900H American Literature (2 semesters)
ENG 0901H English I (2 semesters)
ENG 0902H English II (2 semesters)
ENG 0903H English III (2 semesters)
ENG 0904H English IV (2 semesters)
REA 0900H Reading I (1 semester - elective)
REA 0901H Reading II (1 semester - elective)
REA 0905H Advanced Reading (1 semester - elective)
CRW 0900H Writing I (1 semester)

SOCIAL STUDIES (3 credits required - 1986-87)

AMH 0900H American History (2 semesters - required) *
POS 0920H American Government (1 semester - required)
WOH 0900H World History (2 semesters - required - includes CPS)*
ECO 0900H Economics (1 semester - required)
SOC 0900H Sociology (1 semester - elective)
PSY 0900H Psychology (1 semester - elective)
* required for 1985-86

SCIENCE (3 credits required - 1986-87)

PSC 0900H General Science (2 semesters)
ENV 0900H Environmental Science (2 semesters)
BSC 0900H Biology (2 semesters)

MATHEMATICS (3 credits required - 1986-87)

MAT 0900H General Mathematics I (2 semesters)
MAT 0901H General Mathematics II (2 semesters)
MAT 0903H General Mathematics III (1 semester)
MAC 0905H Pre-Algebra (2 semesters)
MAP 0901H Consumer Mathematics (1 semester)
MAC 0900H Algebra I (2 semesters)

TO BE WRITTEN (LEARNING GUIDES)

LANGUAGE ARTS

SPC 0900H Speech I (1 semester) - elective

LIT 0901H World Literature (2 semesters)

SOCIAL STUDIES

GEO 0900H World Geography (2 semesters)

POS 0915H Political Science (1 semester)

MATHEMATICS

MAP 0902H Computer Math Applications (1 semester)

MTG 0900H Informal Geometry (2 semesters)

MAC 0901H Algebra II (2 semesters)

MAP 0900H Business Mathematics I (2 semesters)

SCIENCE

APB 0902H Marine Biology (2 semesters)

PSC 0902H Physical Science (2 semesters)

ELECTIVES

SES 0900H Shorthand, Personal (1 semester)

SES 0903H Typewriting, Personal (1 semester)

GEB 0900H General Business (1 semester)

EDS 0905H General Education Promotion-Employability Skills (1 semester)

CAO 0900H Introduction to Computers (1 semester)

HES 0900H Health I-Life Management Skills (1 semester)

AER 0910H Power Mechanics (1 semester)

BCT 0910H Woods (1 semester)

EER 0910H Basic Electronics (2 semesters)

EDT 0910H Drafting, Mechanical (2 semesters)

* Computer Applications (1 semester)

Computer Programming Basic I (1 semester)

Computer Programming Pascal (1 semester)

*Course plans have to be written to get into computer

WORK DIRECTIONS - CBAE WRITERS

NOTE: Use only County/State adopted text for first learning activity where possible.

1. One learning guide for each performance standard.
2. Pre-test (must be separate from guide).
3. Post-test (must be separate from guide).
4. Pre-test and post-test answer key.
5. List of textbooks/etc. used and source.
   Must use for first learning activity - the state and county adopted textbook.
6. Competency check list. See sample.
7. Additional learning guides as needed for each competency within a standard.
8. Test and key. (Mid-term exam for one credit courses.) Final exam and key for all.
9. Each learning guide should have two or three learning activities and a self-check before taking post-test. (The first learning activity is from the state/county adopted text.)
10. Self-check should be additional questions or answers to learning activities. (Page number or actual answers.)

If you are typing your learning guide, use the attached sample.
Please refer to the worksheet sample on learning guide.

SAMPLE of Standard Format to Be Used in All Courses

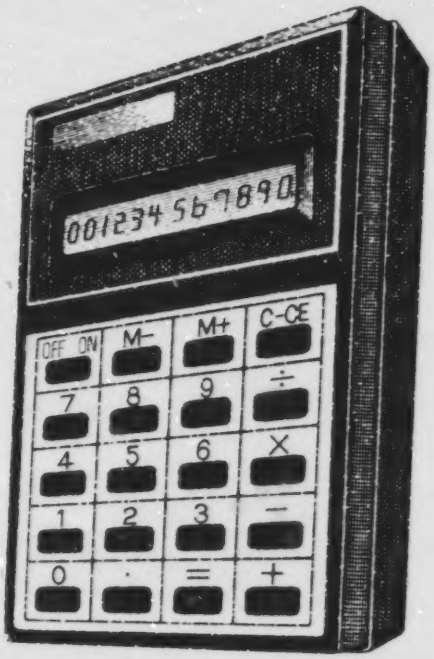
Check Sheet

General Mathematics I

Performance Standard	Pre-test	Exercises	Practice Test	Review Exercises	Post-test	Hours	Instructor Initials
1.01							
1.02							
1.03							
1.04							
1.05							
1.06							
1.07							
1.08							
1.09							
1.10							
1.11							
1.12							
1.13							
1.14							
1.15							
1.16							
1.17							
1.18							
2.01-2.04							
3.01							
3.02							
3.03-3.04							
3.05-3.07							
4.01-4.04							
5.01-5.02							
5.03-5.05							
6.01,7.01-7.03							
8.01							
8.02							
8.03							
8.04							
9.01-9.02							

GENERAL MATHEMATICS I

TITLE	PUBLISHER
General Mathematics (Adopted Textbook)	Addison Wesley
Basic Skills with Fractions (WB)	Cambridge
Number Power 1 (WB)	Contemporary Books, Inc.
Stein's Refresher Mathematics	Allyn and Bacon
Practical Math Book 1 (WB)	Steck-Vaughn Co.
General Mathematics Basic Skills Supplement	Brevard County
Number Power 6 (WB)	Contemporary Books, Inc.
Number Power 4 (WB)	Contemporary Books, Inc.
Number Power 3 (WB)	Contemporary Books, Inc.
A Good Dictionary	



Sample "Student Learning Guide"

STUDENT LEARNING GUIDE

Brevard Community College
Adult High School Completion

MATHEMATICS

SUBJECT AREA: Mathematics

COURSE CODE DIRECTORY TITLE AND NO.: General Mathematics IA #1205340

PERFORMANCE STANDARD NO.: 1.11 CREDIT: .5

PERFORMANCE STANDARD: The student will subtract decimals, each having no more than 3 decimal places.

INTRODUCTION: Take pre-test. If you score 90% or more, go on to next Learning Module. If you score 89% or less, do this module.

This unit will give the student skill subtracting decimals.

PREREQUISITES: None

LABORATORY ACTIVITIES: None

END-OF-COURSE OBJECTIVE:

Conditions: The student will demonstrate skill subtracting decimals with 90% accuracy on a pre-test or 70% on a post-test after performing stated exercises.

Performance:

Criterion:

LEARNING EXPERIENCES

PERFORMANCE STANDARD: 1.11

The student will subtract decimals, each having no more than 3 decimal places.

LEARNING ACTIVITIES	SPECIAL INSTRUCTIONS
PLEASE DO NOT WRITE OR MARK ON THIS GUIDE	
1. Take Pre-test 1.11. If score is 90% go to 1.12.	1. Obtain pre-test from instructor.
2. If score is less than 90% on pre-test, read and study p. 50. Work problems 1-28, p. 51, in General Mathematics.	2. Check answers on Self-Check Answer Sheet.
3. Take "Skills Pretest," p. 21, in Practical Math, Book I as a practice test. If 11 or more are correct, take post-test.	3. Check answers in back of book.
4. If less than 11 are correct on the practice test, work problem group numbers, pp. 22 and 23, for each problem missed in practice test - Practical Math, Book I.	4. Check answers in back of book.
5. Take post-test 1.11.	5. Obtain post test from instructor.

SELF-CHECK ANSWER SHEET

PERFORMANCE STANDARD NO.: 1.11

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

General Mathematics

P. 51

1.	3.4	15.	2.319
2.	9.19	16.	3.36
3.	5.647	17.	2.3
4.	2.93	18.	3.75
5.	4.66	19.	3.764
6.	5.94	20.	1.98
7.	5.84	21.	4.2
8.	9.81	22.	4.73
9.	4.96	23.	3.157
10.	1.823	24.	3.75
11.	0.865	25.	4.9
12.	6.88	26.	7.1
13.	0.36	27.	4.4
14.	2.435	28.	4.3

Name_____ Date_____ Score_____

Pre-Test 1.11

Subtract:

1. $\begin{array}{r} .67 \\ -\ .48 \\ \hline \end{array}$

2. $\begin{array}{r} .05 \\ -\ .02 \\ \hline \end{array}$

3. $\begin{array}{r} .86 \\ -\ .79 \\ \hline \end{array}$

4. $\begin{array}{r} 4.6 \\ -\ 3.1 \\ \hline \end{array}$

5. $\begin{array}{r} .679 \\ -\ .398 \\ \hline \end{array}$

6. $\begin{array}{r} 15.8 \\ -\ 3.9 \\ \hline \end{array}$

7. $\begin{array}{r} 8 \\ -\ 1.742 \\ \hline \end{array}$

8. $\begin{array}{r} 3.56 \\ -\ .8 \\ \hline \end{array}$

9. 4.2 - .83

10. 9 - .05

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name_____ Date_____ Score_____

Post-Test 1.11

Subtract:

1. $\begin{array}{r} .83 \\ -\ .36 \\ \hline \end{array}$

2. $\begin{array}{r} .09 \\ -\ .03 \\ \hline \end{array}$

3. $\begin{array}{r} .25 \\ -\ .17 \\ \hline \end{array}$

4. $\begin{array}{r} 6.8 \\ -\ 1.7 \\ \hline \end{array}$

5. $\begin{array}{r} .967 \\ -\ .378 \\ \hline \end{array}$

6. $\begin{array}{r} 24.5 \\ -\ 3.5 \\ \hline \end{array}$

7. $\begin{array}{r} 6 \\ -\ 5.932 \\ \hline \end{array}$

8. $\begin{array}{r} 8.65 \\ -\ .8 \\ \hline \end{array}$

9. 12.54 - 1.054

10. 3 - 1.38

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

General Mathematics I
Pre- and Post-Test Answer Key

1.01

Pre-Test	Post-Test
1. 77	1. 1,125
2. 242	2. 18,577
3. 1,049	3. 1,311
4. 15,119	4. 1,402
5. 31,252	5. 147
6. 103,502	6. 24,124
7. 1980	7. 7,765
8. 46,278	8. 20,296
9. 858	9. 3,706
10. 1,960	10. 4,660

1.02

Pre-Test	Post-Test
1. 19	1. 8
2. 62	2. 26
3. 106	3. 189
4. 3,123	4. 3,465
5. 1,208	5. 3,495
6. 15	6. 63
7. 2,928	7. 718
8. 3,179,537	8. 1,239,342
9. 7,884	9. 6,307
10. 13,673	10. 48,850

1.03

Pre-Test	Post-Test
1. 888	1. 572,115
2. 628,551	2. 320,943
3. 136,752	3. 470,028
4. 44,620	4. 491,463
5. 29,952	5. 1,770
6. 229,248	6. 373,474
7. 36,750	7. 21,505
8. 350,000	8. 2,571,360
9. 617,542	9. 7,981
10. 577,962	10. 46,656

1.04

Pre-Test	Post-Test
1. 73	1. 45
2. 314	2. 186
3. 847	3. 839
4. 1,283	4. 1,562
5. 6,468	5. 689 r.43
6. 37	6. 75
7. 126	7. 284
8. 857	8. 746
9. 68	9. 98
10. 94	10. 752

STUDENT LEARNING GUIDE

SAMPLE

BREVARD COMMUNITY COLLEGE

ADULT HIGH SCHOOL COMPLETION

LOGO
(subject area or county)

SUBJECT AREA: Social Studies

COURSE CODE DIRECTORY TITLE AND NO.: American History #2100310

PERFORMANCE STANDARD NO.: 1.01 CREDIT: 1.0

PERFORMANCE STANDARD: Understand how contemporary American society depends upon the contributions of past societies & cultures. EXPLAIN THE CONTRIBUTIONS OF THE COLONIAL EXPERIENCE TO CONTEMPORARY AMERICA

INTRODUCTION (Standard statement on each guide): Take the pre-test for this standard. If you pass this test at 90% or above, go on to the next standard. If you score 89% or below, continue with this "Student Learning Guide".

- write last to insure the Introduction reflects the content of the guide
- short; no more than 50 words/2-3 sentences
- tell what, how and why

PREREQUISITES:

- name for course, if applicable

LABORATORY ACTIVITIES:

- specifically in the science area

END-OF-COURSE OBJECTIVE:

Conditions: In a test situation without the use of resources

Performance: the student will demonstrate an understanding of American History

Criterion: with at least 70% accuracy.

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LEARNING EXPERIENCES

PERFORMANCE STANDARD:

repeat front information

LEARNING ACTIVITIES	SPECIAL INSTRUCTIONS
PLEASE DO NOT WRITE OR MARK ON THIS GUIDE	
- List activities and assignments you want the student to do in order to achieve/master this performance standards. - Begin each activity statement with an action verb: read, view, solve, check. listen to, plan, practice, etc. - Variety of activities: readings, media, practice exercises, observation, etc. -Write directly to the student -Use title and page no. PRESENTATION PRACTICE FEED BACK	-Give any special instructions that will help student complete the activity. (Write special instructions directly across from activity to which it refers). -Use this column to describe: ...location of materials ...further explanation of activity ...how to obtain special resources

INSTRUCTION SHEET

PERFORMANCE STANDARD NO.:

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-- This sheet is optional, depending upon whether additional information is needed by the student and not available from other resources.

-- Assign a title so as to refer to it by name.

-- Can be a single sheet or several pages.

-- Not consumable; reproduce student copies from this guide if necessary.

-- Make instructions clear so that the student does not need to go to the instructor for directions (excessively).

-- Use Instruction Sheet for:

Charts, diagrams, special vocabulary lists, new information of your own writing, case problems, etc.

SELF-CHECK

PERFORMANCE STANDARD NO.: 1.01

DIRECTIONS

Write clear and simple directions.

If you want the student to check his/her own work, say so here.

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---Generally, each performance standard will have a check test. STATE REQUEST.

---Answer key placed on back of this sheet.

---Assign a brief title to the SELF-CHECK so it can be referred to by name.

---Limit questions to 10, covering the major points of the performance standard; one side.

---Use any form of test item (m/c. t/f. matiching, essay short answer).

SELF-CHECK ANSWER SHEET

PERFORMANCE STANDARD NO.: 1.01

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Answer (with explanation, if desired).

Format Development: This learning gu de format was developed by Dr. William Blank, University of South Florida and Carolyn Crews-Whitby, Orange County with modifications by Brevard County, 1984-85 310 Training Sessions.

APPENDIX H

CURRICULUM FRAMEWORK
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001370 COURSE TITLE: ENGLISH III

CREDIT: ____ .5 __X__ 1.0

APPLICABLE GRADE LEVEL(S): ___ P/K-5 ___ 6-8 X 9-12 X ADULT

___ EXCEPTIONAL ___ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 3, 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION IN AMERICAN LITERATURE AND IN ENGLISH LANGUAGE SKILLS.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, FREQUENT PRACTICE IN WRITING MULTI-PARAGRAPH PAPERS OF VARIOUS TYPES, WITH PARTICULAR ATTENTION GIVEN TO THE WRITING OF DOCUMENTED PAPERS. RELATIVE TO THESE WRITING ASSIGNMENTS, REFERENCE AND SUBMITTING SKILLS SHOULD ALSO BE STRESSED. LISTENING, SPEAKING, AND WRITING ASSIGNMENTS SHOULD BE RELATED, WHEN APPROPRIATE, TO THE STUDY OF AMERICAN LITERATURE. LITERATURE STUDY SHOULD INCLUDE THE ANALYSIS OF VARIOUS EXAMPLES OF AMERICAN LITERARY WORKS IN VARIOUS GENRES. VOCABULARY STUDY SHOULD FOCUS UPON VERBAL ANALOGIES AND OTHER PATTERNS COMMONLY FOUND ON STANDARDIZED TESTS.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH SKILLS III OR ENGLISH HONORS III.

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

1. USE SELECTED GRADE-LEVEL CONTENT-AREA VOCABULARY.
2. DEMONSTRATE KNOWLEDGE OF GRAMMAR, SPELLING, USAGE, AND MECHANICS.
3. WRITE FOR A VARIETY OF PURPOSES USING ALL STAGES OF THE WRITING PROCESS (PREWRITING, DRAFTING, REVISING).
4. USE THE RESEARCH PROCESS TO PRODUCE A BRIEF DOCUMENTED PAPER.
5. ANALYZE REPRESENTATIVE SELECTIONS FROM VARIOUS GENRES FOUND IN AMERICAN LITERATURE.
6. PARTICIPATE IN ORAL COMMUNICATIONS ACTIVITIES.

Subject Area LANGUAGE ARTS

Course Number 1001370 Course Title English III

COURSE STUDENT PERFORMANCE STANDARDS

After successfully completing this course, the student will be able to

1. Use selected grade-level and content-area vocabulary.

   The student will
   - 1.01 determine the meanings of words from knowledge of word parts and context clues.
   - 1.02 identify correct contextual meanings of words which have multiple meanings.
   - 1.03 identify literary terms.
   - 1.04 identify semantic properties of words (abstract/concrete; denotative/connotative).
   - 1.05 use reference sources to find information about words (including word histories).
   - 1.06 demonstrate a knowledge of vocabulary words as given on specified word lists.

2. Demonstrate knowledge of grammar, spelling, usage, and mechanics.

   The student will
   - 2.01 use a variety of complete sentences in writing.
   - 2.02 collaborate with others in making editorial decisions.
   - 2.03 apply fundamental rules of punctuation in writing assignments.
   - 2.04 apply fundamental rules of capitalization in writing assignments.
   - 2.05 apply rules for subject/verb and pronoun/antecedent agreement.
   - 2.06 apply rules for appropriate use of singular and plural forms of nouns.
   - 2.07 apply rules for appropriate use of regular and irregular verb forms.
   - 2.08 apply rules for forming contractions and abbreviations.
   - 2.09 apply rules for forming comparative and superlative forms of adjectives and adverbs
   - 2.10 edit and revise written compositions to correct errors in sentence structure, usage, capitalization, punctuation, and spelling.
   - 2.11 utilize available reference sources in finding information about specific usage of words and phrases.

3. Write for a variety of purposes using all stages of the writing process (prewriting, drafting, revising).

   The student will
   - 3.01 organize and synthesize information into a composition of more than one paragraph.
   - 3.02 use a variety of writing modes: narration, description, persuasion and exposition.
   - 3.03 produce a creative piece of writing (short story, poem, character sketch, monologue, play).
   - 3.04 write an outline for an investigation which uses the scientific method.

COURSE STUDENT PERFORMANCE STANDARDS

3.05 write a paper synthesizing ideas drawn from several sources.
3.06 write accurate, complete, organized, and reflective answers to essay questions.
3.07 write a summary of information read or presented.

4. Use the research process to produce a brief documented paper.

The student will
4.01 select and limit a subject.
4.02 identify appropriate reference sources.
4.03 prepare a preliminary outline or plan.
4.04 take notes from selected readings.
4.05 write a final draft of a brief, documented paper.

5. Analyze representative selections from various genres found in American literature.

The student will
5.01 identify characteristics of various literary genres.
5.02 explain the literal meanings of figurative language encountered in literary selections
5.03 identify main ideas and themes in literary selections.
5.04 analyze the distinctive features and themes of American literature.
5.05 relate major literary works and authors to their times.
5.06 explain the effect of dialect in a given literary selection.
5.07 compare and contrast ideas, imagery, or use of language found in two given selections with similar subjects or themes or from the same time period.
5.08 write an analysis of a literary character which includes discussion of motivational influences as well as patterns of behavior.

6. Participate in oral communications activities.

The student will
6.01 participate in class discussions according to specified criteria for individual and group behaviors.
6.02 write a speech or a report intended for oral presentation.
6.03 identify essential elements of a formal presentation.
6.04 deliver speeches prepared for a specific purpose and/or a specific audience.
6.05 practice control of nonverbal communication techniques.
6.06 employ elements of effective vocal delivery.
6.07 present oral directions which can be followed by other persons.
6.08 summarize orally the contents of presentation.
6.09 evaluate an oral presentation using established criteria.
6.10 adjust listening process according to listening environment and purpose.

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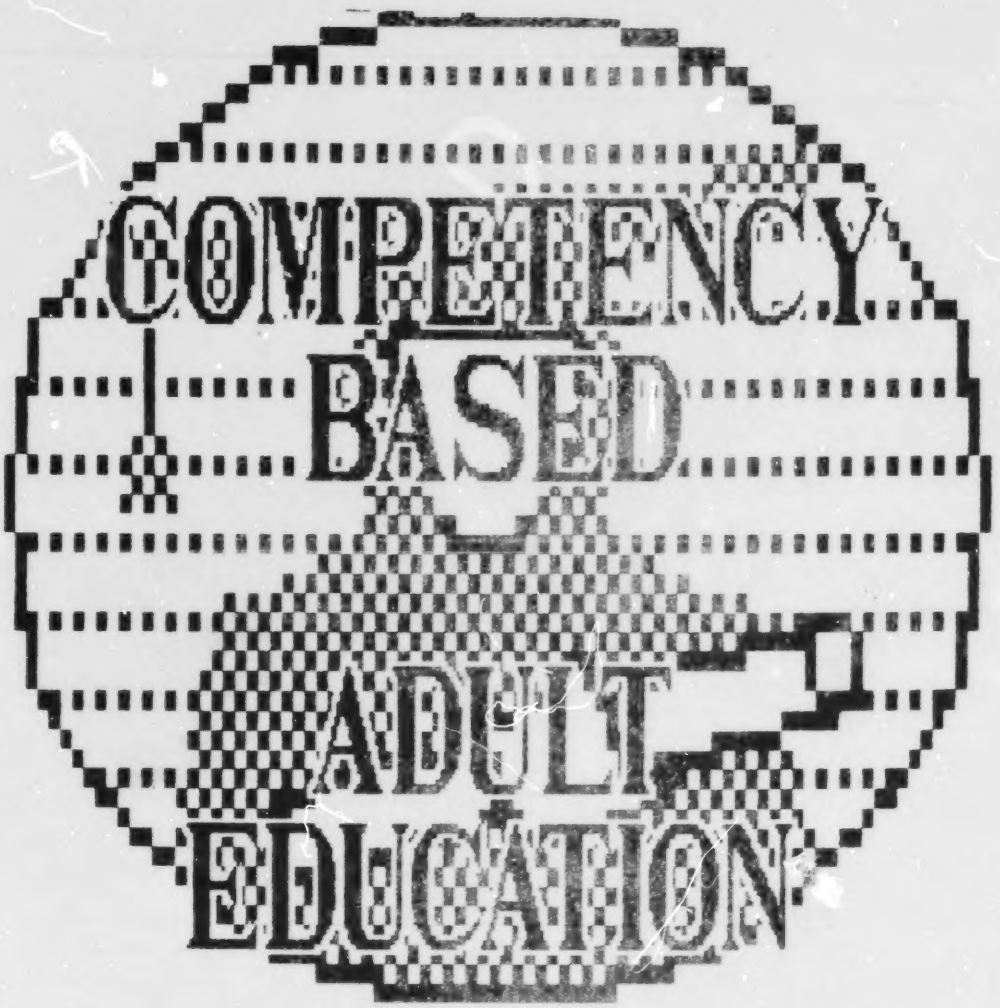
COMPETENCY
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